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A STUDY OF TEACHERS' ATTITUDES AND THEIR
RELATION TO WORK SATISFACTION

by

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A THESIS

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The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled, "A Study of Teachers' Attitudes and their Relation to Work Satisfaction" submitted by Anthony E.N. Okonkwo in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The main purpose of this study was to investigate the attitudes of teachers towards their profession and their school system and determine whether there were relationships between these attitudes and the expressed satisfaction of teachers with various aspects of their work. Specific factors of dissatisfaction among teachers were investigated and an attempt was made to find how these compared with evidence in some related studies. The perception of satisfaction or dissatisfaction by teachers was considered to be a result of the interaction of teachers' attitudes and the school situations. Brookover's theory of behavior in interaction was modified to explain how the perception of school situations by teachers is affected by their held attitudes.

The data were collected by means of questionnaires which were sent to half of the teachers in the school system in January, 1966. Approximately 56 per cent of the questionnaires were returned. Respondents were required to indicate the degree of their favourable or unfavourable attitudes towards their profession and their school system. On forty-nine other items they were to indicate the degree of their agreement or disagreement with statements on various aspects of their work.

It was found that more teachers preferred their profession than their school system. The preference which a teacher held for his profession or school system was found to be related to his expressed level of satisfaction with various aspects of his work. The proportion of teachers who expressed satisfaction with their positions was generally higher than the proportion of those who expressed dissatisfaction. It was also found that satisfaction among teachers varied with sex, age, professional experience and level of teaching. Female and older teachers tended to express higher satisfaction than male and younger teachers. More experienced teachers and elementary teachers were more satisfied than less experienced and high school teachers. Male teachers were found to be more satisfied than female teachers with aspects of their work connected with personal factors.

The six specific aspects of their positions with which majority of the teachers expressed dissatisfaction were: Channels of communication in their school system; principals who criticized teachers indiscriminately; administrative functions of supervisors and consultants; recognition of outstanding teachers; differences in the ability of their pupils and extra supervisory duties.

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CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

The formal relationship between teachers and their school system is governed, in general, by the School Act and the terms of the contract signed between the teachers and their school board. Besides these, the teachers may feel little personal attachment to the system for which they work. While in the school system, they may work conscientiously and discharge their duties with as much effectiveness as they may command, but they may lack a feeling of personal commitment to their school system or their profession. Consequently, their tolerance for unsatisfactory conditions of service may be low. Under these circumstances, a certain proportion of teachers may move in and out of the school system annually over and above the normal increase of staff due to the increased enrollment of a growing school system.

Most administrators are concerned with keeping the level of turnover at a suitably low proportion and with achieving the most satisfactory conditions which will encourage optimum productivity among the teachers. According to

Kornhauser productivity and job satisfaction may often be related.¹ Likert supported this view when he proposed that the combination of high productivity with low satisfaction may be difficult to maintain over a long period of time because such a combination reflects the consumption and deterioration of the human assets of the organization.² In a dynamic and bureaucratic organization like a school system, which is devoted to the maintenance of its existence, and the effective and efficient achievement of its goals, administrators readily agree with this proposition and strive for high productivity as well as high satisfaction among the staff. They assume that the effort which a teacher makes in the fulfilment of his duties is related to the degree of satisfaction he feels with his work and that satisfaction is related to teacher retention.

There have been efforts to establish criteria for this teacher satisfaction and dissatisfaction. The attitude

¹W. Kornhauser and W.O. Hagstrom, "Scientists in Industry - Conflicts and Accommodation" cited in Costello, T. and Zalkind, S. Psychology in Administration (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1963), p. 122.

²R. Likert, "An Emergent Theory of Organization, Leadership and Management" in Petrullo, L. and Bass, B.M. (eds.) Leadership and Interpersonal Behavior (New York: Holt, Rinehart and Winston Inc., 1961), pp. 296-297.

of a teacher may, however, influence his feeling about his work. Perhaps an investigation into the factors considered satisfactory or unsatisfactory by the teachers themselves and the relation of these to teachers' attitudes towards the profession and the system may assist us in better understanding this problem in school personnel administration.

II. THE PROBLEM

Statement of the Problem

Very often the perceptions of school conditions by teachers and by administrators are divergent. In a study of teacher morale in New York State, Redefer found that when teachers were asked to analyze the upward and downward trends in their morale, in no case was salary detected as a factor.³ Without the results of such a study, administrators may perceive salary as the only cause of dissatisfaction among teachers. In order to control sources of teacher dissatisfaction, a knowledge of teacher perception of the school conditions and teacher attitudes may be the guide to necessary administrative action.

³Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, 145:5-7, July, 1962.

The purpose of this study is to investigate teachers' attitudes towards their profession and their school system and to discover to what extent these attitudes are related to their expressed satisfaction with their work. Sub-problems of the study include:

1. What specific factors are related to an overall expression of satisfaction and dissatisfaction?
2. How do sources of dissatisfaction cited in related studies compare with the sources of dissatisfaction isolated in the present study?
3. Does satisfaction expressed by teachers vary according to their attitudes towards the profession and towards the school system?

Hypotheses

1. Teachers have relatively high satisfaction with their work. The proportion of satisfied teachers is generally much higher than the proportion of dissatisfied teachers.
2. Where dissatisfaction is expressed, specific aspects of the teachers' employment are usually involved.
3. Under normal conditions dissatisfaction among teachers is related to many factors some of which may be working conditions and administrative factors.

4. A teacher's degree of satisfaction with his work is related to his attitudes towards his profession or towards his school system.

Significance of the Study

The contribution of an individual's attitude to his behavior or his decision in a situation is discussed in Chapter III. A teacher's general attitude may be vital in his decision that his work conditions are satisfactory or unsatisfactory. The significance of the study lies in an attempt to investigate the relationship between a teacher's attitude and the degree of his satisfaction as expressed on the items in the questionnaire. It is generally assumed that a teacher's satisfaction helps to improve his efforts in his work and to encourage his job retention.

In an organization, as Likert indicated, the length of time involved may be important.⁴ High productivity and low satisfaction are less likely to achieve organizational goals in the long run than would high productivity and high satisfaction. A teacher, for instance, may tolerate conditions of dissatisfaction because he perceives his present position as

⁴R. Likert, loc. cit.

leading towards the achievement of his private goals, or because he feels that alternative jobs are not available or attainable. In the long run, however, an unsatisfactory situation is likely to cause high turnover of teachers in a school system.

The problem of teacher retention in any school system becomes more acute because of rising school enrollment and brighter prospects offered by other competing avenues of employment. A study by the United States' Office of Education during the school year 1957-58 found a teacher turnover of 10.9 per cent which represented a loss of 137,000 teachers to the profession.⁵ In Alberta at about the same period, March 1957 to March 1958, the Cameron Commission found teacher mobility out of the profession to be 11 per cent.⁶ The rise in these figures in recent years has been the concern of both administrators and the general public.

On a practical level, teacher retention tends to reduce the costs of teacher recruitment and selection. The financial expenses of supervision of new teachers may be

⁵William Robinowitz and Kay E. Crawford, "A Study of Teachers' Careers," School Review, 68.4:377-399, Winter, 1960.

⁶S.A. Lindstedt, "The Alberta Teacher Force in 1957-58: A Summary," Report of the Royal Commission on Education in Alberta (Edmonton: November 1959), p. 341

lower in a 'low turnover' school system than in a 'high turnover' system. Where such reduction in cost is possible, administrators may be encouraged to effect improvement in other aspects of the school system. In these circumstances, higher teacher retention is likely to improve classroom instruction, the stability of the schools, and the continuity of the instructional program because of the greater understanding and knowledge the teacher gains about the school and the community.

While a certain level of teacher turnover may be desirable for the vigorous life of a school system, a high rate of turnover raises a serious problem for any school system. An understanding of teacher attitudes towards the profession and the system and how these are related to teacher satisfaction may be useful in finding possible solutions to the problem.

III. ASSUMPTIONS, DELIMITATIONS, DEFINITION OF TERMS

Assumptions

1. The first assumption was that the questionnaire would be valid and that the teachers' anonymous responses would be reliable.
2. For the purposes of the study, it was assumed that

the measure of satisfaction was valid and comprehensive.

3. A further assumption was that, in the long run, satisfaction among teachers, greater professional efforts and low teacher turnover are desirable.

Delimitations

The study was delimited to the present teachers on regular employment of a large urban separate school system. Administrators (principals and assistant principals) and teachers who were members of religious orders were excluded. The attitude of the teachers towards their profession and their system was delimited to the 1965-66 school year.

Limitations

A study of the present teachers in a school system concentrates on only one side of teacher satisfaction and dissatisfaction as they relate to teacher turnover. It was not, however, practicable under the circumstances to carry out a study of both present and former teachers in the system. It is realized that the intention to remain or move out of the system is not as definite as the execution of the intention by a teacher who has already moved out. The intention of a teacher in a system is subject to change under various circumstances and over a period of time. It may happen that a group

of teachers are dissatisfied with their school system and indicate their intention of leaving it but do not do so. In the long run, this group of teachers may still leave their jobs unless their attitudes towards the system change. The particular concern of the administrator is to understand the sources of dissatisfaction among such a group so that possible solutions may be effected.

Attitudes of respondents towards the profession and towards the system were to be on a four point scale with favourable attitudes on scales 1 and 2 and unfavourable attitudes on scales 3 and 4. The fact that there were no responses on 3 and 4 seems to be a limitation of the study because comparison between the groups was based on scales 1 and 2. That is, comparison was between the group with high preference for the profession or the school system and the group with low preference for the profession or the system. Therefore, the study dealt with the two groups who differ in their degree of satisfaction to their present position instead of two groups, one with favourable and the other with unfavourable attitudes towards their present teaching position.

Definition of Terms

Factors of Satisfaction. These are the duties, activities and obligations which the teacher perceives as increasing his work performance and satisfaction on the job. These were measured by having the respondents agree or disagree with the forty-nine items on a four point scale.⁷

Factors of Dissatisfaction. These are the duties, activities and obligations which the teacher perceives as a hindrance to his work performance and to his feeling of contentment on the job. They were measured by having the respondents agree or disagree with the forty-nine items on a four point scale.

Attitudes. These are the beliefs and evaluations which teachers hold about their school system or profession; their views about appropriate policy with respect to both and their tendency to behave towards them in a certain way. These were measured by asking the respondents to indicate on the questionnaire the level they favoured or disfavoured the profession or their school system.

⁷See Appendix, p. 172.

High Preference Group. Those teachers who indicated on the questionnaire that they preferred their profession or their present school system to any other profession or system comprised this group.

Low Preference Group. Those teachers who indicated on the questionnaire that they liked their profession or present system but thought that other professions or systems might be more satisfying to them formed this group.

IV. SUMMARY OF CHAPTER I

The purpose of the study was stated as an investigation of the relation between the attitudes of teachers and their expressed satisfaction with their work. Sub-problems of the study included the study of specific factors related to overall expression of satisfaction and dissatisfaction by teachers. It was assumed that satisfaction among teachers would encourage them towards greater efforts and discourage turnover. The main hypothesis stated that a teacher's degree of satisfaction with his work is related to his attitudes towards his profession, his school system, certain working conditions, and administrative factors.

CHAPTER II

REVIEW OF RELATED LITERATURE

The discussion in this chapter follows the order of the main factors included in the format of the questionnaire: administrative factors, working conditions, pupil factors and work load, church factors and personal factors.

I. ADMINISTRATIVE FACTORS

Blau and Scott described some of the most important functions of the executive as:

... defining the goals and responsibilities of members of the organization, inspiring them to identify with the objectives of the enterprise and to pursue them to the best of their abilities, motivating them to collaborate for this purpose, and resolving conflicts that may arise in the organization.¹

How the subordinates perceive the discharge of these functions by the executive may lead to satisfaction or dissatisfaction on their part. The executive may extend his controlling power over subordinates beyond their willing compliance by resorting to formal sanctions or to threats of using these sanctions. On the other hand an executive may

¹Peter Blau and W. Richard Scott, Formal Organization. (San Francisco: Chandler Publishing Co., 1962), pp. 141-2.

furnish services that obligate subordinates to him. The behavior of administrators in the execution of their functions is often thought to be a source of satisfaction or dissatisfaction along these lines.

Redefer, in reporting the findings of a study conducted by New York University, stressed the importance of school board-teacher communication for the morale of teachers.² The Goldhammer study of community power structure and school board membership was done at a time when the American school situation was not as healthy as it is today and when local interest was more conservative towards school expenditure. It found that there was need for administrators to develop a consistent perspective of power or leadership function in the community in order to maintain satisfactory conditions for high work performance among the teachers.³

The study by Bidwell concentrated on administrative role and satisfaction in teaching.⁴ He found that teachers

²Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, 145:5-7, July, 1962.

³Keith Goldhammer, "Community Power Structure and School Board Membership," The American School Board Journal, 130:23-25, March, 1955.

⁴Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29:41-47, September, 1955.

who perceived divergence of action from expectations stated "that they felt tense and insecure in their jobs because of the uncertainty of the relationship with the administrator." Teachers who perceived convergence of action and expectation "spoke of the security of this relationship and indicated that it played a considerable part in producing satisfaction with their jobs."

Hansen found that leadership behavior expressed in the acknowledgement of the teacher's presence, the use of co-operative procedures, and the provisions for teacher welfare and adequate secretarial help were essential for the development of higher morale.⁵

Three studies attempted to investigate the teacher's perception of the administrative role at various stages in his career. Butler reported a follow up study of University of Illinois graduates after their first year of teaching. The study aimed at finding causes for teachers, especially male teachers, dropping out of teaching in the first few years of their career. In the continuum of satisfaction which he established, he studied the group of respondents

⁵B.C. Hansen, "Administrative Aspects of Teachers' Morale," The School Review, 55:166-169, March, 1947.

who expressed most satisfaction and compared them with the group who expressed least satisfaction. The findings confirm what other studies in this area have indicated:

The most significant causes of job satisfaction, or lack of it, on the part of beginning teachers are feelings of freedom in the classroom or lack of it, and whether or not they feel involved in school policy making.⁶

Kirkpatrick studied the perceptions 250 teachers held for promotional policies.⁷ He hypothesized that an individual who perceived the staff promotional policies as discouraging will have lower job satisfaction. He established five factors as elements of satisfaction:

1. Formal relations with the administrator.
2. Job situation.
3. Work situation attributes.
4. Quality of leadership.
5. Salary satisfaction.

The first four factors of job satisfaction had a statistically significant relationship with the factor of perceived staff promotional policies.

The series of studies done by the National Education Association on teacher perception of personnel administration

⁶T.M. Butler, "Satisfaction of Beginning Teachers," The Clearing House, 36:11-13, September, 1961.

⁷Robert N. Kirkpatrick, "Relationship of Satisfaction to Perceived Staff Promotional Policies," California Journal of Educational Research, 15.2:76-81, March, 1964.

may be regarded as out-of-date and overtaken by events in the last twenty years. Some of the findings, however, are pertinent to this study. Among the urban sample of teachers, 40 per cent of the women and 26 per cent of the men had favourable attitudes towards teaching; 35 per cent of the women and 52 per cent of the men had unfavourable attitudes towards teaching.⁸

In another study, the National Education Association investigated teacher status and teacher morale among almost 5,000 teachers. Items mentioned as hindrances more frequently in 'Low Morale' cities included lack of recognition, inefficient boards of education and incompetent superintendents of schools. In 'High Morale' cities items of hindrances included extra curricular activities and extra duties, not enough time for assigned work, over-load in the number of pupils, and finally, negative parental attitudes.⁹

Hohn found that administrative factors were rated as the second highest stated cause of teacher transfer in the

⁸ National Education Association, "The Teacher Looks at Personnel Administration," NEA Research Bulletin, 23.4: 95-147, December, 1945.

⁹ Ibid., pp. 129-137.

school system he studied.¹⁰ Of the 75 items in this area, 27 per cent appeared as major causes of transfer. These included rigid supervision, insufficient instructional leadership, lack of motivation and inspiration for new teachers, lack of administrative leadership and inadequate administration-teacher communication.¹¹ In a study of another school system, Francoeur found that lack of opportunity to participate in policy making contributed to the teachers' dissatisfaction.¹²

In this review of related literature in the area of teacher-administration relationships, certain administrative actions, more often than others, have been found as sources of dissatisfaction among teachers. The greatest sources of dissatisfaction were human relations aspects, lack of participation by teachers in policy making and poor communication.

II. WORKING CONDITIONS

The conditions under which workers perform their

¹⁰Eric George Hohn, "A Study of the Causes of Teacher Transfer in a School System," (Unpublished M.Ed., thesis, University of Alberta, 1964), pp. 60-64.

¹¹Ibid., p. 67.

¹²K. Francouer, "Satisfaction and Dissatisfaction in Teaching," (Unpublished M.Ed., thesis, University of Alberta, 1963), p. 300.

duties contribute a great deal to the satisfaction gained in their work. It may not be possible to isolate all the factors constituting working conditions because so many items are involved with such major factors as administration, relationships with other workers and the general public. Salary, however, is generally accepted as part of working conditions. Other factors may range from day-to-day personnel policies to conditions of the place of work and fringe benefits.

Many studies undertaken immediately after the Second World War seem to reveal consistent findings that salary is a chief source of dissatisfaction among teachers. Perhaps the working conditions at that time made this finding inevitable. Though conditions of service now are not equal to those in competing industries, recent findings seem to emphasize that salary as well as factors of motivation, and sharing in decision-making all have a part in the degree of satisfaction or dissatisfaction of the teacher.

In 1954, Conville and Anderson conducted a study among 190 former Coles County teachers.¹³ They found that salary had the highest rating as the reason for the teachers leaving

¹³R.S. Conville and S.A. Anderson, "Teacher Turnover in Coles County, Illinois," Educational Administration and Supervision, 42:10-19, January, 1956.

their work. McLaughlin and Nicholson reported that inadequate salary was one of the first three major factors of dissatisfaction among the teachers in eight districts of Los Angeles and Orange County, California.¹⁴ Williams found that among fifty teachers he studied, salary came second as the reason for accepting their present positions. Thirty teachers who chose to return and twenty who chose not to return to their positions indicated that salary was the third major reason for their decision.¹⁵ Phillips found that better pay and/or opportunity for advancement had the highest rating among other reasons given by teachers in Indiana school systems.¹⁶ Thus while some of these studies indicated that salary was only one of several factors, or just a secondary factor for dissatisfaction, the majority seem to indicate that it is the chief factor during this period of time.

Charters, in reviewing the studies done by the Bureau of Educational Research at the University of Illinois, found

¹⁴J. McLaughlin and B. Nicholson, "Why Teachers Quit Teaching," The Nation's Schools, 58.5:60-1, November, 1956.

¹⁵M.F. Williams, "To Attract and Hold Good Teachers," The School Executive, 79:66-8, September, 1959.

¹⁶B.N. Phillips, et al., "Can We Reduce Teacher Turn-over?" Phi Delta Kappan, 38:272-4, April, 1957.

that the studies did not show that salary is "one of the most important single factors" contributing to turnover.¹⁷ He noted that by comparing the percentage turnover with average salary of teachers many studies tend to overlook the fact that the lower the turnover rate, the longer the tenure and hence the higher, by increments, the salary of the average teacher. Schools with lower turnover will automatically be paying higher salaries to the average staff. Under some conditions, he observed, teachers with highest salaries are more inclined to move. In the case of a northern Michigan summer-resort the teachers who moved were those who had received largest increases in the preceding two years. Young, better trained teachers may earn high increases in a school system but move more readily than married, resident teachers as soon as they acquire experience because of their training and professional ambition, he concluded.¹⁸ He made two propositions for the study of 'turnover-prone' teachers:

1. Teachers with differing orientations to their jobs are 'turnover-prone' in characteristically different degrees; that is, they have different propensities for leaving their positions.

¹⁷W.W. Charters, Jr., "What Causes Teacher Turnover?" The School Review, 64:294-99, October, 1956.

¹⁸Ibid., p. 297.

2. School systems differ in the kinds of teachers which they attract to the staff.¹⁹

More recent studies of fifty school systems and ten thousand teachers in New York Metropolitan area seem to support the findings of the Illinois study. Brickman reported that personnel policies and practices rather than salary were the key to high or low morale among teachers.²⁰ The salary factor, though important, is not the chief source but a contributing factor of satisfaction or dissatisfaction among teachers.

Murray found that many teachers left the profession because of poor school buildings and equipment and poor living accommodations in the rural districts where they worked.²¹ In Aikenhead's study, city teachers showed the following to be sources of greater satisfaction: school building, particularly classrooms and teachers' room; classroom teaching under the encouragement of peers, and leadership of the principal. The conditions which rural-town

¹⁹Ibid., p. 298.

²⁰William W. Brickman, (ed.), "Studies of Teacher Morale," School and Society, 92:63-64, February, 1964.

²¹T.H. Murray, "An Investigation of the Reason Why Teachers Leave Teaching, (Unpublished M.Ed. thesis, University of Alberta, 1955), p. 128.

teachers listed most frequently as discouraging were lack of gymnasias, auditoria and libraries and pressure from critical parents.²² The author observed that work satisfaction may not exist as an independent variable but as a cluster of factors.²³

Clark reported that in a study undertaken by Wickert among 600 young women, there was a relationship between the way the women felt about their work and their rate of turnover. There was greater feeling of self-involvement in the day-to-day operation of the company among those who stayed than among those who left the company.²⁴ Hohn reported that working conditions rated least of the six factors he studied.²⁵

The effect of lack of status of the school teacher upon his job satisfaction is believed to be more severe

²²J.D. Aikenhead, "Teacher Satisfaction and Discouragement," The Alberta Journal of Educational Research, 6:92-102, June, 1960.

²³Ibid., p. 100.

²⁴V. James Clark, "Need Satisfaction and Employee Turnover," in T. Costello and S. Zalkind, Psychology in Administration, (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1963), p. 119.

²⁵Eric George Hohn, op. cit., p. 103.

because he, in comparison to other professional workers, aspires to higher status. In an investigation into status and job satisfaction of the public school teacher, Salomon reported that the greatest difference between the public school teacher and other professional workers lies in the area of status and recognition.²⁶ The degree of recognition he expects to receive has a significant and direct bearing upon his job satisfaction.

This review of related studies on working conditions among teachers indicates that there are very many factors involved, some of them also relate to other areas of satisfaction. As Charters observed, teachers react to these conditions according to differing orientations to their jobs.²⁷ That is, the teacher's attitudes colour his perceptions and reactions to the situation.

III. PUPIL FACTORS AND WORK LOAD

Campbell described the public school as being highly visible to its publics at all times and highly sensitive to

²⁶ Retig Salomon, and B. Pasamanick, "Status and Job Satisfaction of Public School Teachers," School and Society, 87:113-16, March, 14, 1959.

²⁷ W.W. Charters, Jr., op. cit., p. 298.

the opinions of its publics.²⁸ The teacher is the centre of many of these relationships in the school situation. His relationship with his pupils is, however, closer than any other and because of this it may often be a source of satisfaction or dissatisfaction to him.

In a study conducted among 348 elementary and 445 secondary school teachers in California, McLaughlin and Shea found that excessive clerical work, supervision of pupils and assignment of extra functions after school were three of the six major factors of dissatisfaction reported by elementary teachers. Secondary teachers reported that negative student attitude towards learning, excessive clerical work, over-enrollment of classes and ineffectual school disciplinary policies were major sources of dissatisfaction.²⁹ Bienenstok found that among 1,349 junior high teachers there existed a distaste for teaching at this level because of their difficulty with discipline problems, their lack of adequate training to cope with the transitional problems in the life of the pupils and their own perception of their status as

²⁸ R.F. Campbell, J.E. Corbally and J.A. Ramseyer, Introduction to Educational Administration, 2nd ed., (Boston: Allyn and Bacon Inc., 1962), pp. 82-84.

²⁹ J. McLaughlin and J.T. Shea, "California Teachers' Job Dissatisfaction," California Journal of Educational Research, 11:216-24, November, 1960.

being lower than that of teachers at the senior high level.³⁰

Three studies,^{31,32,33} done in similar communities and at about the same period, reported similar findings on pupil factors and work load: clerical work, supervisory duties, negative attitudes of students, over-enrollment, uncooperative parents were sources of dissatisfaction and causes of turnover among the teachers. The reports of these studies done in Illinois, California and Alberta respectively are representative of the findings of other similar studies. Murray's study, in addition, found that some teachers were dissatisfied because they had to work up to sixty-five hours per week.³⁴

The degree of intimacy and the regard which teachers have for pupils as their "significant others" are shown in the Salomon and Pasamanick study.³⁵ They found that the

³⁰Theodore Bienenstok, "Strains in Junior-High Teaching," Education Digest, 29:34-35, May, 1964.

³¹R.S. Conville and S.A. Anderson, op. cit., p. 12.

³²J. McLaughlin and B. Nicholson, op. cit., p. 60.

³³T.H. Murray, op. cit., p. 128.

³⁴Ibid., p. 128.

³⁵Retig Salomon and B. Pasamanick, op. cit., p. 114.

total sample of professional workers expressed greater desire for intellectual stimulation, freedom, pay and security than for the respect of their clients. The respect of his students was found to be of considerable importance to the teacher, outranked only by his concern about intellectual stimulation and freedom.

This review of the literature related to pupil factors and work load confirms that the teacher's work is tied up with human relations in the classroom, among faculty members, and in community-school situations. The expectations of those in close proximity: parents, pupils, principal, superintendent and the general public, often clash. When, in addition, his work is made heavy by administrative policy or neglect his satisfaction may be low and this in the long run may lead to higher teacher turnover.

IV. CHURCH FACTORS

These factors were introduced in this study because of the church-related aspect of the school system being studied. The aim was to see what relationships there were between the church orientation of the system and the attitudes and satisfaction of the teachers.

Some American studies are related to the present study

but differ in that they are studies of private religious or diocesan school systems. A review of the related studies may not give an adequate picture of the situation as it exists in this particular school system. It may, however, serve to indicate certain areas of satisfaction or dissatisfaction existing under the circumstances in which these studies were conducted.

Sheehy did a study of 729 full-time teachers in thirty-nine Catholic secondary schools in Minnesota, Iowa, Nebraska, North Dakota.³⁶ The teaching loads were calculated according to the Douglass teaching load formula. The median load of the teachers was 30.1 Douglass units, just 0.2 units higher than the median reported by Douglass in a study of 1,545 public school teachers. Dawson found that the most serious complaint of teachers in Nebraska was that they were not informed regularly on school policies.³⁷ Dersch studied 162 lay teachers in ninety-three schools and found that

³⁶Paul E. Sheehy, "Teaching Loads in Selected Catholic Secondary Schools in District C of the North Central Association," Research Abstracts from The Catholic Education Review, 62:470, 1964.

³⁷Rev. James Dawson, "The Present Status of the Lay Teachers in the Catholic Elementary and Secondary Schools of Nebraska," Research Abstracts from The Catholic Education Review, 60:557, 1962.

nearly all reported equal treatment with religious teachers by the administration. Some lay teachers, however, lamented the fact that they were not employed in administrative positions.³⁸

This review of the literature concerning church connection with the school system does not involve identical conditions with the system being studied. But it does indicate that possible areas of dissatisfaction among teachers include lack of communication and promotion opportunities.

V. PERSONAL FACTORS

Sources of satisfaction or dissatisfaction in teaching may not always be found in factors external to the teacher's personality. Costello and Zalkind showed how individual needs, influences and goals interact creating a new equilibrium in the person's relationship with his environment. Personal need satisfaction, they observed, may lead to role conflict or role-personality conflict.³⁹ As the choice of

³⁸Henry M. Dersch, "Conditions of Service of Lay Teachers in Catholic Secondary Schools in the State of Illinois," Research Abstracts from The Catholic Education Review, 62:470-71, 1964.

³⁹T. Costello and S. Zalkind, op. cit., p. 65.

the individual in selling his services to the organization is guided by his needs and motivation, they may be decisive in the progress of such conflicts. The need for a successful career as a teacher in the case of a young woman, for instance, may be surpassed by the need to have a successful home and family life. She may, therefore, leave her job to give full time to housekeeping.

Many other personal and social factors are often considered as sources of satisfaction or dissatisfaction in teaching. Conville and Anderson found that marriage was the second highest cause of teacher turnover.⁴⁰ The ruling of the education board that women should resign their appointment on marriage, however, accounted for 34 per cent of this turnover. Other major causes reported included unhappy teacher relations, teachers needed at home by their families, illness, failure to adjust to classroom situation and husbands securing employment elsewhere.⁴¹

The perceived status of the teacher may be a personal cause of dissatisfaction or satisfaction. Salomon noted that the public school teacher, more than other professional

⁴⁰R.S. Conville and S.A. Anderson, op. cit., p. 12.

⁴¹Ibid., p. 12.

workers, aspires to higher status.⁴² Where this aspiration is not realized, or perceived as not being realized, there may be dissatisfaction. This may explain the attitudes of the junior high school teachers in the Bienenstok study.⁴³ They saw themselves as holding inferior status than that enjoyed by the senior high teachers. The persistence of such a feeling may, in the long run, lead to high turnover rate. In fact it was found in this study that a considerable number of teachers regarded teaching at the junior high level as a transient occupation: moving to other levels or to administration was consistent, especially among the men.⁴⁴

Many teachers in the Murray study reported that teaching was hard on the nerves.⁴⁵ This is a situation that may cause illness or an early decision to leave the profession. Hohn found that personal and family factors constituted the highest cause of teacher transfer.⁴⁶

In a follow-up study of a group of 590 teachers who

⁴²Retig Salomon and B. Pasamanick, op. cit., p. 113.

⁴³Theodore Bienenstok, op. cit., pp. 34-35.

⁴⁴Ibid., p. 34.

⁴⁵T.H. Murray, op. cit., p. 128.

⁴⁶Eric George Hohn, op. cit., p. 103.

entered the profession from the University of Manchester, England, Rudd and Wiseman found a number of personal and social factors of dissatisfaction.⁴⁷ Major areas of dissatisfaction included poor human relations among the staff, and low status of the profession in the society.

From this review of literature related to personal and family factors of the teacher, it appears that satisfaction or dissatisfaction with his job may arise out of the degree of conflict which the teacher perceives between his job and his personal, family or social life. The absence of conflict in this situation may not be possible but the degree of the conflict and the teacher's perceptions may be a deciding factor, in the long run, whether he retains his job or not.

VI. SUMMARY OF CHAPTER II

The literature related to the present study was reviewed under five areas. Administration-teacher communication, human relations and participation by teachers in policy making were found to be the main causes of dissatisfaction in

⁴⁷W.G.A. Rudd and S. Wiseman, "Sources of Dissatisfaction Among a Group of Teachers," British Journal of Educational Psychology, 32:271-91, November, 1962.

administrative factors. Day-to-day personnel practices were perceived by teachers as crucial in their satisfaction with working conditions. Matters of pupil discipline and over-enrollment affected satisfaction and in church systems lack of promotional opportunities caused dissatisfaction among teachers.

In these studies the teachers indicated their satisfaction or dissatisfaction according to their perceptions of the conditions. Charters observed that teachers with differing orientations to their jobs are 'turnover-prone' in characteristically different degrees.⁴⁸ The relation between these orientations or attitudes and the degree of satisfaction expressed by teachers was examined in the present study.

⁴⁸W.W. Charters, Jr., op. cit., p. 298.

CHAPTER III

THEORETICAL FRAMEWORK AND RESEARCH DESIGN

I. THEORETICAL FRAMEWORK

The theory of behavior in interaction may be helpful in explaining teachers' attitudes of satisfaction or dissatisfaction towards their school system or profession. The administration of a school system may lay down conditions of service for its staff but the teachers may perceive these conditions quite differently in the light of their held attitudes. Their satisfaction or dissatisfaction with their positions may be the result of constant interaction between these attitudes and the factors in the school system.

Brookover has this to say about human interaction:

Students in the social-science disciplines have come to recognize that understanding human behavior involves the interaction between people in various types of groups and social systems. Practically all human behavior takes place in interaction between human beings or is influenced by such interaction. The individual human personality and the society do not exist apart from each other.¹

In a study of status-role concepts, Brookover explained

¹W.B. Brookover and D. Gottlieb, A Sociology of Education, 2nd ed. (New York: American Book Company, 1964), pp. 321-2.

that in this interaction the personality, self-involvement and expectations of the individual are also involved.² This interaction involves a continuous process resulting in the redefinition of the individual's perceptions. The main concern of this study is the relationship between one aspect of the individual's personality, that is, his attitudes and his perceptions of satisfaction or dissatisfaction in a school situation. For this purpose, Brookover's theory of behavior in interaction is modified in the light of studies on attitudes by Allport and Sargent.

Allport's definition of attitudes is appropriate for the study:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.³

In further describing its nature, Sargent has developed Allport's definition and stated that attitude is fairly consistent and lasting and reflects the deeper, inner core of

²W.B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, 29:2-13, September, 1955.

³Quoted in S.S. Sargent and R.C. Williamson, Social Psychology, 2nd ed. (New York: The Ronald Press Company, 1958), p. 225.

personality.⁴ He also stated that attitudes reflect the ego or self-involvement of the individual.⁵

From the definition and the nature of attitude explained by Sargent, we may infer that attitudes are formed from social experience and that once formed, they tend to persist. They act as a frame of reference for the individual in his responses to his environment. An action or a situation is more readily accepted by an individual when it is in alignment with his attitudes or when it is not a threat to those attitudes. When the action or situation is perceived as being opposed to the individual's attitudes he may reject it, distort it to suit his attitudes, or modify his attitudes to accommodate the action or situation. The interaction is between the situation or action and the individual's attitudes and the result is reflected in the direction of the individual's perceptions which may express approval or disapproval. Other factors are also involved in the interaction, but this study is concentrating on the relationship of the individual's attitudes and his expression of approval or disapproval in a given situation.

⁴ Ibid., p. 407.

⁵ Ibid., p. 236.

Figure 1 is a diagrammatic representation of behavior in interaction based on Brookover's theory but modified in the light of Allport's definition and Sargent's description of the nature of attitude.

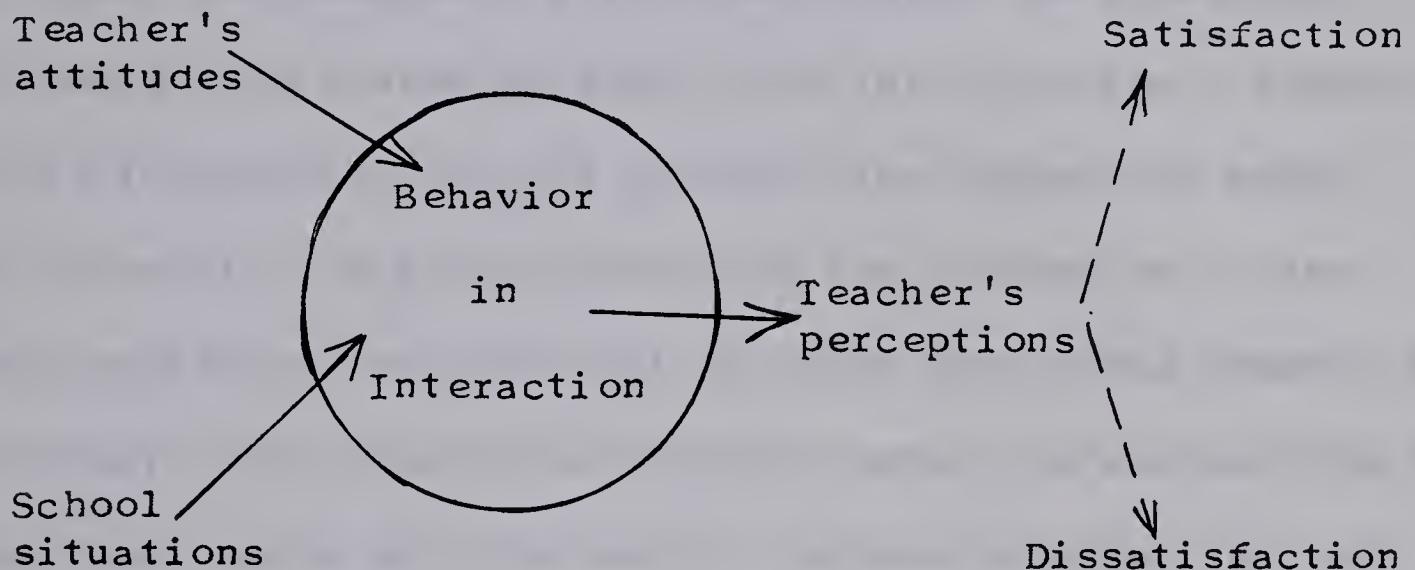


Figure 1

Paradigm of Behavior in Interaction. Modified from W.B. Brookover, "Research on Teacher and Administrator Roles," op. cit.

The theory is applied to the teacher's perception of his school situation. The individual's attitude is the enduring aspect of his personality. In addition, he has his motivation, expectations and self-involvement but these are excluded from the figure in order to simplify it and concentrate on attitudes. The school situation involves conditions of service, day-to-day personnel policies and human relations with the administrators, other teachers, the pupils and the

community. In each of these cases, the teacher interacts with persons or situations. The administration, for instance, may demand extra duties after school hours or restrict the amount of free time for teachers during school hours. In each case, the teacher's attitudes towards the profession and towards the system interact with the situation. Because of this interaction, he may perceive the demands as being fair or unfair. His involvement in the profession or the school system may be such that he looks upon these demands as a necessary step towards helping the pupils to achieve their educational goals satisfactorily. He may consider that administrators are within their legal rights to make such demands. Or he may perceive the restriction on his time as a temporary situation which may be followed by a more satisfying state of affairs later. On the other hand, his attitudes may not be so favourable. He may lack self-involvement in the profession or the school system. The result of the behavior in interaction, in this case, may be that he perceives the situation as unsatisfactory or intolerable. Perceiving the situation as unsatisfactory may not lead to immediate decision to leave his job but it may weaken the teacher's commitment to his work and lessen his contribution to the success of the school. In the long run, however, it

may lead to his leaving his position.

The theory of behavior in interaction was used as the basis for this study. It was decided to study the interaction of teacher attitudes and the school situations. The expression of the teacher towards the profession or his school system is as a general diffused attitude. By measuring this and then relating it to some specific points of satisfaction or dissatisfaction we may, in one way, be making an attempt to analyze and locate some of the specific elements of dissatisfaction. Two main items were designed to check the attitudes of teachers while forty-nine other items checked the degree of satisfaction they expressed on various aspects of their work. Further details of the questionnaire are discussed in the next section of this chapter.

II. RESEARCH DESIGN

Instrument for the Study

A questionnaire⁶ was used to collect the data. The format was derived from several sources in the research literature in education and the social sciences. Some of the items were adapted from a recent study in New York State by

⁶See Appendix p. 172.

McCarty⁷ in 1964 and from Chase's thesis completed in 1951.⁸

The questionnaire was in two sections. The first section comprised three parts. Part one had two items aimed at separating those respondents who indicated favourable attitudes towards the teaching profession and the school system from those who indicated unfavourable attitudes towards the profession and the system.

Part two of Section I contained the five areas of satisfaction and dissatisfaction. First was the area of administrative factors dealing with relationships between the teacher and the central office, the principal and other administrators. Second was the problem of working conditions including salary, school building and equipment, classroom and teaching conditions, promotion, transfers, fringe benefits and handling of conflicts. Third was the area of pupil factors and work load dealing with pupil-teacher ratio, supervision, clerical duties, extra-curricular and extra duties, pupil discipline and teacher-parent-community relations.

⁷ Donald J. McCarty, How Good are Personnel Relationships in New York State? (New York: Council for Administrative Leadership, 1964).

⁸ Francis S. Chase, Factors Productive of Satisfaction in Teaching. (Unpublished Doctoral dissertation, University of Chicago, 1951), pp. 246-250.

Fourth was the factor of church-related aspect of the system. Fifth was the area of personal factors including relations with other teachers, location of the teacher's home in respect of the school, school community, pupil-teacher relations, professional freedom for work, family and social factors.

In each area a number of statements were made about the factors involved. Respondents checked them on a four point scale:

- A - Agree
- IA - Inclined to Agree
- ID - Inclined to Disagree
- D - Disagree

Part three of Section I of the questionnaire gave the respondents a chance to add items that might be a source of satisfaction or dissatisfaction to them. Section II of the questionnaire recorded personal data, experience and professional characteristics of the respondents.

Methods of Data Collection

A test run of the questionnaire was conducted among twenty graduate students in Educational Administration. Their responses and suggestions led to further modification of the items before the final draft was prepared.

With the cooperation of the central office of the school system concerned a list of the teachers was obtained.

A copy of the letter permitting the study was attached to the questionnaire.

Questionnaires were mailed to the teachers on the sample directly to their homes. To make certain that all respondents received their questionnaires, a return address was written on the back of each envelope so that undelivered questionnaires would be returned. All the questionnaires were mailed late in January, 1966. Only four of them were returned and they were mailed to the new addresses of the respondents.

Three weeks after mailing the questionnaire, 140 had been completed and returned. This represented a 39 per cent return. Letters of reminder were despatched to respondents. A total of two hundred usable questionnaires were eventually received, a return of 56 per cent.

The Sample

The population from which the sample was selected excluded teachers in religious order, administrators (including principals and assistant principals) and all temporary teachers. A stratified sample was drawn on male and female teachers. The sample of 359 represented 50 per cent of the population from which it was drawn. There were 119 men and

240 women in the sample which is the same proportion in the teaching force.

III. ANALYSIS OF DATA

Organization of the Data

The data in the questionnaires were coded and punched on IBM cards. An IBM card sorter was used for separating respondents according to their attitudes and other characteristics. The analysis of the data was facilitated by the use of a computer program involving two-way cross tabulation: T-801-1 Classification with sub division.⁹

Separation of respondents according to their attitudes towards the profession and the system was to be on a four point scale: 1 and 2 (favourable); 3 and 4 (unfavourable). There were, however, no responses on the 3 and 4 scales. Because of this, comparison of the groups was based on the first and second scales. For this purpose, respondents on scale 1 became the high preference group while those on scale 2 became the low preference group. These two categories were used consistently in reporting the findings of the

⁹ Taken from a collection of computer programs supplied by the Division of Educational Research Services, Faculty of Education, University of Alberta, 1965.

study.

The statistical technique used for the study was the Chi-Square test of independence. The purpose of using the Chi-Square test was to find whether there were significant differences, in the expressed levels of satisfaction, between respondents with high preferences for the profession or the school system and those with low preferences. The test was also used with similar purpose when the four personal and professional characteristics of the respondents were analyzed: to find whether there were significant differences, in the expressed levels of satisfaction, between groups in the four characteristics. Frequencies and percentages of response on each of the four levels of satisfaction were calculated and the Chi-Square test was computed on the four discrete values. The null hypothesis, that there were no significant differences in the levels of satisfaction between the groups, was rejected whenever the probability was .05 or less. Where the null hypothesis was rejected, it was concluded that there were significant differences between the levels of satisfaction expressed by the groups concerned. That is, that the levels of satisfaction expressed were related to the attitudes or characteristics of the groups which expressed them.

Although the Chi-Square test was computed on the four discrete values, for purposes of simplicity and clarity in reporting the findings and illustrating them with Tables, these four values were collapsed into two. In order to ensure uniformity in scoring the responses and relating them to levels of satisfaction among respondents, a reverse scoring system had been adopted:

Positive statements -- Agree 4
Inclined to Agree 3
Inclined to Disagree 2
Disagree 1

Negative statements -- Agree 1
Inclined to Agree 2
Inclined to Disagree 3
Disagree 4

In collapsing the four values, therefore, respondents who checked 1 and 2 were designated "dissatisfied" while those who checked 3 and 4 were designated "satisfied".

In Chapter IV, respondents who expressed high preferences for the profession are compared with respondents who expressed low preferences for the profession. That is, their levels of satisfaction on each item are compared and analyzed. The comparison and analysis are discussed according to the five main areas in the questionnaire. For each area, a table is constructed with percentages and frequencies of response and statistical levels of significance.

The levels of satisfaction among respondents with high and low preferences for the school system are analyzed and compared in Chapter V. Inter-group analysis of levels of satisfaction among selected personal and professional characteristics of the respondents is discussed in Chapter VI. The characteristics are sex, age, teaching experience and teaching levels. In Section I, Part III, of the questionnaire, respondents gave their opinions on sources of their greatest satisfaction and dissatisfaction. These opinions are analyzed in the last Section of Chapter VI.

The summary, conclusions and recommendations of the study are given in Chapter VII. The Appendix consists of the questionnaire and correspondence.

IV. CHARACTERISTICS OF RESPONDENTS COMPARED WITH THOSE OF THE TEACHING STAFF

This section of the chapter presents a description and analysis of the personal and professional characteristics of respondents. The information is taken from Section II of the questionnaire. Characteristics of the respondents are compared with those of the total lay teacher population in the school system.

Data concerning the population were obtained from the

central office of the system. Not all teachers gave complete details of these data to the central office. Because of this, the comparison was found inadequate in some cases. Where any of the two hundred respondents failed to fill in the data on this part of the questionnaire they were rejected and were not included in the comparison.

Sex, Age and Marital Status

Table I presents the number and sex of the respondents with the total teaching staff. Sixty-five men made up 32.5 per cent of the respondents while the 224 men were 31.6 per cent of the teaching staff. Female teachers comprised 67.5 per cent of the respondents and 68.4 per cent of the teaching staff.

TABLE I

NUMBER AND SEX OF RESPONDENTS COMPARED
WITH TOTAL TEACHING STAFF

	MALE		FEMALE		TOTAL	
	No.	%	No.	%		
Respondents	65	32.5	135	67.5	200	100.0
Teaching Staff	224	31.6	484	68.4	708	100.0

Age groups of respondents and the total teaching staff are presented in Table II. More male respondents and male

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teachers were in the first three age groups than in the last four age groups. That is, majority of the teachers as well as the respondents were thirty-four years old or younger. In the fifty and over age group, the number of male respondents and male teachers was slightly higher than in the two preceding age groups. The majority of the teachers in the school system are young while those over fifty form 8 per cent of the respondents and 9.6 per cent of the teaching staff.

TABLE II

AGE OF RESPONDENTS COMPARED WITH TOTAL
TEACHING STAFF CLASSIFIED BY SEX

RESPONDENTS					TEACHING STAFF				
		Male		Female		Male		Female	
Age	No.	%	No.	%	No.	%	No.	%	
20-24 yrs	12	19.0	35	27.6	39	15.0	145	32.9	
25-29	22	34.9	18	14.2	93	35.6	19	4.3	
30-34	11	17.4	11	8.7	51	19.6	53	12.0	
35-39	8	12.7	10	7.9	22	8.4	40	9.0	
40-44	2	3.2	10	7.9	21	8.0	52	11.8	
45-49	3	4.8	13	10.1	10	3.8	29	6.6	
50 & over	5	8.0	30	23.6	25	9.6	103	23.4	
TOTAL	63	100.0	127	100.0	261	100.0	441	100.0	

There were more female respondents and female teaching staff in the first and the last age groups than in any other age group. In the twenty-four years and under age group, there were 27.6 per cent of the female respondents and 32.9 per cent of the female teaching staff. Among those over fifty years of age the proportion of both female respondents and female teaching staff was the same, 23 per cent.

The marital status of respondents and the teaching staff is presented in Table III. The proportion of married males in the teaching staff was almost equal to the proportion of married males among the respondents, 33.5 and 34.1 per cent respectively. Single male teachers made up 30.9 per cent of the respondents and 27.3 per cent of the teaching staff. An examination of the female respondents and female teaching staff in the table showed the same results: that, on the basis of marital status, the proportion of married or single teachers among the respondents was almost equal to the proportion of married or single teaching staff in the system.

TABLE III

MARITAL STATUS OF RESPONDENTS COMPARED WITH
TOTAL TEACHING STAFF CLASSIFIED BY SEX

	RESPONDENTS				TEACHING STAFF			
	Married		Single		Married		Single	
	No.	%	No.	%	No.	%	No.	%
MALE	46	34.1	17	30.9	161	33.5	62	27.3
FEMALE	89	65.9	38	69.1	319	66.5	165	72.7
TOTAL	135	100.0	55	100.0	480	100.0	227	100.0

Salary

Salary levels of respondents are presented in Table IV. The figures show that most of the respondents and teaching staff in both sexes were within the salary range of \$4,000 to \$7,999 per annum. This left a smaller proportion of teachers in the school system in the two ends of the salary scale. However, male teachers whether among the respondents or in the teaching staff tended to earn higher salaries than female teachers. Consequently, in the \$8,000 to \$9,999 range of salary, there were 8.3 per cent male respondents but 1.5 per cent female respondents. In this salary range there were 9 per cent male teaching staff but 3 per cent female teaching staff. In the low salary range, \$2,000 to \$3,999, the proportion of female teachers was higher than that of male teachers.

TABLE IV

SALARY OF RESPONDENTS COMPARED WITH TOTAL
TEACHING STAFF CLASSIFIED BY SEX

SALARY	RESPONDENTS				TEACHING STAFF			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
\$2,000-3,999	2	3.4	21	16.3	12	5.4	102	21.5
4,000-5,999	30	50.0	86	66.7	108	48.7	291	61.7
6,000-7,999	23	38.3	20	15.5	82	36.9	65	13.8
8,000-9,999	5	8.3	2	1.5	20	9.0	14	3.0
TOTAL	60	100.0	129	100.0	222	100.0	472	100.0

Experience

The levels of teaching experience of respondents are given in Table V with those of the teaching staff. There were more teachers in the 1-4 years experience category than in any other. This applied to respondents and teaching staff of both sexes. The proportion of teachers decreased as the number of years of experience increased. The proportion of male and female respondents ranged from 57.1 and 33.4 per cent in the 1-4 years experience, to 1.6 and 1.5 per cent in the over 32 years teaching experience. Among the teaching staff the range was from 63.4 and 41.1 per cent in the lowest level of experience, to .9 and 1.0 per cent in the highest level.

TABLE V

TEACHING EXPERIENCE OF RESPONDENTS COMPARED WITH
TOTAL TEACHING STAFF CLASSIFIED BY SEX

YEARS OF EXPERIENCE	RESPONDENTS				TEACHING STAFF			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
1-4 yrs	36	57.1	43	33.4	142	63.4	199	41.1
5-8	11	17.5	23	17.8	33	14.7	97	20.0
9-12	7	11.1	19	14.7	18	8.0	58	12.0
13-16	2	3.2	13	10.0	8	3.6	43	8.9
17-20	1	1.6	10	7.8	11	4.9	38	7.8
21-24	4	6.3	10	7.8	6	2.7	23	4.7
25-28			5	3.9	1	.5	11	2.5
29-32	1	1.6	4	3.1	3	1.3	10	2.0
Over 32	1	1.6	2	1.5	2	.9	5	1.0
TOTAL	63	100.0	129	100.0	224	100.0	484	100.0

Professional Training

The levels of professional training received by respondents are given in Table VI. Non-graduates with one to two years of training made up 63.1 and 61.8 per cent of the female respondents and female teaching staff respectively. On account of this, there was a small proportion of female respondents and female teaching staff in the higher levels of

training. The most popular degree was the Bachelor of Education. Among respondents and the teaching staff, more males than females had the Bachelor of Education degree: respondents, 40.7 per cent males and 13.5 per cent females; teaching staff, 37.9 per cent males and 15.7 per cent females. The second most popular degree was the Bachelor of Arts. Male teachers in the system appeared more interested than the females in getting higher qualification. While almost 75 per cent of the females were non-graduates, 70 to 75 per cent of the males were university graduates.

TABLE VI

PROFESSIONAL TRAINING OF RESPONDENTS COMPARED WITH
TOTAL TEACHING STAFF CLASSIFIED BY SEX

LEVEL OF TRAINING	RESPONDENTS				TEACHING STAFF			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
1-2 yrs.	11	12.8	89	63.1	48	17.8	280	61.8
3 yrs.	10	11.6	16	11.3	37	13.8	61	13.5
B.A.	16	18.6	8	5.7	49	18.2	28	6.2
B.Ed.	35	40.7	19	13.5	102	37.9	71	15.7
M.A.			1	.7	2	.8	2	.4
M.Ed.	3	3.5			3	1.1		
B.Sc.	11	12.8	8	5.7	28	10.4	11	2.4
TOTAL	86	100.0	141	100.0	269	100.0	453	100.0

Teaching Levels

The teaching levels of respondents are given in Table VII with those of the teaching staff. Elementary schools in the school system were staffed mainly by female teachers and the proportion of these was almost equal among respondents and the teaching staff, 74.4 and 75.7 per cent. The proportion of male teachers increased steadily from elementary, 25.0 and 21.4 per cent, to senior high, 40.0 and 43.4 per cent. On the other hand, the proportion of female teachers diminished steadily to 13.6 and 10.9 per cent in the senior high level.

TABLE VII

TEACHING LEVELS OF RESPONDENTS COMPARED WITH
TOTAL TEACHING STAFF CLASSIFIED BY SEX

TEACHING LEVELS	RESPONDENTS				TEACHING STAFF			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
Elementary	15	25.0	93	74.4	45	21.4	356	75.7
Junior High	21	35.0	15	12.0	74	35.2	63	13.4
Senior High	24	40.0	17	13.6	91	43.4	51	10.9
TOTAL	60	100.0	125	100.0	210	100.0	470	100.0

V. SUMMARY OF CHAPTER III

The theoretical framework used for the study was discussed in the first section of this chapter. It was proposed that an individual's perception of a situation was the result of many factors including his attitudes. The study was aimed at examining the inter-relation of teachers' attitudes and their satisfaction with conditions in their work.

The questionnaire was designed to yield information on five main areas of the teacher's work: administration, working conditions, pupil factors, church factors and personal factors. A computer program facilitated the comparison of teacher attitudes and degrees of satisfaction expressed on the items in the questionnaire. Finally, the characteristics of the two hundred respondents were analyzed and were compared with those of the teaching staff. These were illustrated in Tables I-VII.

CHAPTER IV

ATTITUDES TOWARDS THE PROFESSION AND SATISFACTION IN TEACHING

One of the major items in the questionnaire assessed the attitude towards the profession held by the respondents. High **preference** for the profession was indicated by those respondents who agreed with the statement: "I prefer it to any other occupation." Low preference for the profession was indicated by those respondents who agreed with the statement: "I like it well enough but there are other occupations I might like better." It was found that one-hundred and twenty eight respondents held a high preference towards the profession and seventy-two held a low preference. How did these two groups react to the five aspects of their employment as evidenced by their responses to the forty-nine items in the questionnaire? Were there statistically significant differences between the levels of satisfaction expressed by the high preference group and by the low preference group? Is a teacher's attitude towards the teaching profession related to his level of job satisfaction as expressed in these items? Is the proportion of satisfied teachers higher than that of dissatisfied teachers in a majority of these items? In which

items do the majority of the respondents express their dissatisfaction? These are the main questions examined in this chapter.

I. ADMINISTRATIVE FACTORS

Table VIII presents data on degrees of satisfaction with administrative factors between the two groups of respondents. On each item, respondents with high preference for the profession were divided into "satisfied" and "dissatisfied" groups.

Item 4 is concerned with administrative functions of clarifying structure in the school system and facilitating understanding and cooperation among various grade levels. The Chi-Square test in this item showed that there were statistically significant differences between the satisfaction expressed by the high preference respondents and the low preference respondents. The significant level of confidence was at .01. Attitude differences between the two groups was also marked by the higher level of satisfaction expressed by the high preference respondents, 70.3 per cent compared with 50.0 per cent of the low preference respondents.

Differences in the level of satisfaction expressed by the two groups did not reach the statistically significant

TABLE VIII

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
PROFESSION ON TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
1. Channels of communication	39	30.5	89	69.5	19	26.4	53	73.6
2. Involvement in policy making	70	54.7	58	45.3	35	48.6	37	51.4
3. Teacher-board communication	90	70.3	38	29.7	45	62.5	27	37.5
4. Articulation between grade levels	90	70.3	38	29.7	36	50.0	36	50.0***
5. Administrator behavior: consideration	102	79.7	26	20.3	53	73.6	19	26.4
6. Administrators' effort to improve working conditions	99	77.3	29	22.7	50	69.4	22	30.6
7. Principals criticising teachers	58	45.3	70	54.7	33	45.8	39	54.2
8. Scheduling Problems	111	86.7	17	13.3	64	88.9	8	11.1
9. Supervisors and consultants	41	32.0	87	68.0	27	37.5	45	62.5
10. Leadership of principals	89	69.5	39	30.5	48	66.7	24	33.3

Significant Levels: ***.01

levels set for the study in the other nine items. The hypothesis that teacher attitudes are related to expressed satisfaction is, however, supported by the percentage responses of the two groups in these items. In six items, the high preference respondents expressed higher levels of satisfaction than the low preference respondents. In item 7, concerning principals who criticised teachers, the two groups expressed almost equal levels of satisfaction, 45.3 and 45.8 per cent respectively. In item 8, scheduling problems and item 9, supervisors and consultants, the low preference respondents expressed higher satisfaction, 88.9 and 37.5 per cent compared with 86.7 and 32.0 per cent of the high preference respondents. The difference in the level of satisfaction in these two cases, was not as high as in other items where high preference respondents expressed higher satisfaction. Besides, individual relationship between a teacher and the principal or other administrators may affect the teacher's perception of scheduling problems and the administrative function of consultants and supervisors.

More than one-half of the high preference respondents expressed dissatisfaction with three items: channels of communication, 69.5 per cent; principals who criticised teachers, 54.7 per cent; supervisors and consultants, 68.0 per cent.

Majority of the low preference respondents, were also dissatisfied with these items: 73.6, 54.2, and 62.5 per cent respectively. In addition, they were dissatisfied with the involvement of teachers in policy making, (51.4 per cent).

These three items were the specific aspects of their work which the teachers from both groups perceived as dissatisfying. They did not perceive general channels of communication as satisfying but were satisfied with teacher-board communication: 70.3 and 62.5 per cent from each group. Some of the teachers might perceive the functions of supervisors and consultants as a threat to their job security especially if they perceived them as rating and evaluating processes.

Besides the three specific aspects of their work discussed above, majority of the respondents expressed satisfaction with the other items on administrative factors. On the seven items, the percentage of satisfied respondents was higher than those dissatisfied.

Summary

The majority, (54.7 per cent) of the high preference respondents expressed satisfaction with their involvement in policy making while the majority, (51.4 per cent) among

respondents with low preference expressed dissatisfaction. Attitude differences between the two groups, were found to be statistically significant at the .01 level of confidence on the item dealing with articulation between grade levels. This supported the hypothesis that the level of expressed satisfaction is related to attitudes of teachers towards the profession.

Comparison with Related Studies

The finding about teachers' perceptions of channels of communication agreed with the findings of the New York study: that communication is an important asset in satisfaction among teachers.¹ The satisfaction expressed by the majority on seven administrative factors, supported the finding in the National Education Association study: that teachers' opinions on general principles were in accord with what were considered desirable trends in personnel administration.²

¹Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, 145:5-7, July, 1962.

²National Education Association, "The Teacher Looks at Personnel Administration," NEA Research Bulletin, 23.4: 95-147, December, 1945.

II. WORKING CONDITIONS

The data on respondents satisfied or dissatisfied with working conditions are presented in Table IX. The respondents are grouped according to their high and low preferences for the profession.

Attitude differences between the two groups reached statistically significant levels on ten of the seventeen items. The most significant, were on salary negotiations, rigid routine and use of specialized training. On these items, high preference respondents expressed higher satisfaction, (68.8, 89.1 and 82.8 per cent). Low preference respondents expressed lower satisfaction with the last two, (63.9, 62.5) and dissatisfaction with salary negotiations, (55.6 per cent).

Four items were found to show significant differences between the two attitudes at the .01 level. On three of them: salary, relationship between established and new teachers, and freedom of speech, 52.3, 83.6 and 71.1 per cent of the high preference respondents expressed higher satisfaction compared with 31.9, 63.9 and 50.0 per cent of the low preference respondents. On books and instructional materials, the low preference respondents expressed higher satisfaction: 76.4 compared with 68.8 per cent by high preference

TABLE IX

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
PROFESSION ON SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
11. Salary	67	52.3	61	47.7	23	31.9	49	68.1***
12. Salary negotiations	88	68.8	40	31.3	32	44.4	40	55.6****
13. School furniture and equipment	91	71.1	37	28.9	46	63.9	26	36.1
14. Books and instructional materials	88	68.8	40	31.3	55	76.4	17	23.6****
15. Recognition of teachers	42	32.8	86	67.2	18	25.0	54	75.0
16. Promotion	66	51.6	62	48.4	28	38.9	44	61.1**
17. Transfer	100	78.1	28	21.9	49	68.1	23	31.9
18. Educational objectives	78	60.9	50	39.1	37	51.4	35	48.6
19. Academic performance	114	89.1	14	10.9	66	91.7	6	8.3
20. Rigid routine	114	89.1	14	10.9	46	63.9	26	36.1****

Significant Levels of Confidence: **** .001

*** .01

** .02

TABLE IX (continued)

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
21. Freedom in teaching	117	91.4	11	8.6	59	81.9	13	18.1
22. Use of specialized training	106	82.8	22	17.2	45	62.5	27	37.5****
23. Respect for teachers	93	72.7	35	27.3	47	65.3	25	34.7**
24. Conflicts	96	75.0	32	25.0	55	76.4	17	23.6
25. Orientation for new teachers	79	61.7	49	38.3	33	45.8	39	54.2**
26. Established and new teachers	107	83.6	21	16.4	46	63.9	26	36.1***
27. Freedom of speech	91	71.1	37	28.9	36	50.0	36	50.0****

Significant Levels of Confidence: **** .001

*** .01

** .02

respondents. It was noted, however, that while this difference in satisfaction amounted to less than 6 per cent, the difference in each of the three pairs above, amounted to 20 per cent. So that, besides this one exception, the tendency was for respondents with high preferences to express higher satisfaction than respondents with low preferences.

This hypothesis was also supported when items which proved significant at the .02 level of confidence were examined. On items dealing with promotion, respect for teachers' competence and orientation program for new teachers, 51.6, 72.7 and 61.7 per cent of the high preference respondents expressed satisfaction. The corresponding percentages for the low preference respondents were 38.9, 65.3 and 45.8.

Seven items did not show statistically significant differences between the two groups of attitudes. Low preference respondents expressed higher satisfaction on items dealing with academic performance and conflicts: 91.7 and 76.4 per cent compared with 89.1 and 75.0 per cent of high preference respondents. On the remaining five items, the tendency was for the high preference respondents to express higher satisfaction.

The majority of respondents from both groups expressed dissatisfaction with recognition accorded teachers in their

school system: 67.2 per cent of the high preference and 75.0 per cent of the low preference respondents. Two other items related to recognition of teachers: salary and promotion, showed lower satisfaction among high preference respondents, 52.3 and 51.6 per cent and dissatisfaction among low preference respondents, 68.1 and 61.1 per cent. The low preference respondents were dissatisfied with two other items in addition: salary negotiations, 55.6 per cent and orientation for new teachers, 54.2 per cent. On freedom of speech, however, half of the seventy-two low preference respondents were satisfied while half were dissatisfied.

Summary

The specific aspect of working conditions with which the majority of the teachers were dissatisfied was the recognition of teachers as they perceived it in their school system. Recognition of teachers can take various forms some of which may be higher salary or promotion. The teachers expressed low satisfaction on these three items which were included in the questionnaire. They were not satisfied with the efforts made by administrators to recognize outstanding teachers and they felt that it was difficult for them to be promoted to administrative positions. Many of the teachers

did not perceive the promotion policy and other forms of reward in the system as adequate and sufficiently attractive.

Items connected with human relationship and official routine: transfer, routine, freedom in teaching, respect for teachers and settlement of conflicts received high rating of satisfaction among the teachers. Academic performance of students in the system received the highest rating of satisfaction, 91.7 per cent of the low preference respondents. High preference respondents expressed their highest satisfaction with the freedom they enjoyed in teaching their students, (91.4 per cent).

High preference respondents tended to express higher satisfaction on the items than low preference respondents. More than 50 per cent of the high preference respondents expressed satisfaction with sixteen of the items while more than 50 per cent of the low preference respondents expressed satisfaction with twelve of the items.

Comparison with Related Studies

The feelings of teachers about lack of recognition are similar to those found by Salomon: that the degree of recognition a teacher expects has a significant and direct bearing

upon his job satisfaction.³ Kirkpatrick found also that job satisfaction among teachers is related to perceived staff promotional policies.⁴

III. PUPIL FACTORS

The data for degrees of satisfaction with pupil factors are presented in Table X. Respondents are grouped according to their attitudes towards the teaching profession.

The item on cooperative attitudes of the pupils' parents was found to be statistically significant at the .05 level of confidence. Of the 128 high preference respondents, 68.8 per cent expressed satisfaction while 31.3 per cent expressed dissatisfaction. Among the seventy-two low preference respondents, 63.9 per cent expressed satisfaction while 36.1 per cent expressed dissatisfaction. The high preference respondents, therefore, expressed higher satisfaction with this item than the low preference respondents and the proportion of dissatisfied respondents in both groups was far less

³Retig Salomon and B. Pasamanick, "Status and Job Satisfaction of the Public School Teachers," School and Society, 87:113-116, March, 1959.

⁴Robert N. Kirkpatrick, "Relationship of Job Satisfaction to Perceived Staff Promotional Policies," California Journal of Educational Research, 15.2:76-81, March, 1964.

TABLE X

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
PROFESSION ON NINE ITEMS OF PUPIL FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
28. Class size	78	60.9	50	39.1	36	50.0	36	50.0
29. Differences in ability of pupils	24	18.8	104	81.3	9	12.5	63	87.5
30. Extra supervisory duties	52	40.6	76	59.4	25	34.7	47	65.3
31. Extra curricular duties	87	68.0	41	32.0	46	63.9	26	36.1
32. Burdensome paper work	60	46.9	68	53.1	42	58.3	30	41.7
33. Cooperative parents	88	68.8	40	31.3	46	63.9	26	36.1*
34. Involvement in pupil personnel policy making	76	59.4	52	40.6	37	51.4	35	48.6
35. Pupils' attitudes	91	71.1	37	28.9	47	65.3	25	34.7
36. Support for principals' decisions	102	79.7	26	20.3	51	70.8	21	29.2

Significant Levels of Confidence: * .05

than those who were satisfied.

The remaining eight items did not reach statistically significant levels of differences in attitudes. The high preference respondents, however, tended to express higher satisfaction than the low preference respondents on seven of the items. Only the item on the amount of paper work done by the teachers showed higher satisfaction among the low preference respondents, 58.3 than among the high preference respondents, 46.9 per cent. The amount of paper work done by a teacher and his perception of it as a source of satisfaction or dissatisfaction may, however, vary from grade to grade and from teacher to teacher.

Both groups of respondents expressed dissatisfaction with differences in the ability of their pupils and with extra supervisory duties: 81.3 and 59.4 per cent of the high preference respondents; 87.5 and 65.3 per cent of the low preference respondents. In addition, 53.1 per cent of the high preference respondents expressed dissatisfaction with the amount of paper work they did in their schools. Besides these three items, the proportion of satisfied respondents from both groups tended to be much higher than the proportion of dissatisfied respondents.

Summary

The data on these items showed that the teachers appeared to be generally satisfied with these aspects of their work connected with students. The highest level of satisfaction was in the support which teachers expressed for their principals in dealing with disciplinary problems among students: 79.7 per cent of the high preference respondents and 70.8 per cent of the low preference respondents. The item on which both groups showed least satisfaction was on the differences in the ability of the pupils, 18.8 and 12.5 per cent respectively. Majority of the teachers were dissatisfied with two aspects of their work: differences in the ability of the pupils and extra-supervisory duties. Research indicates that where rigid homogeneous grouping is adopted, individual differences may still be a problem and would have to be taken into consideration in classroom activities.⁵ Supervisory duties are probably as inevitable as classroom teaching. The amount of supervision done by teachers may vary but even where special staff are employed, teachers'

⁵Nils-Eric Svenson, "Ability Grouping and Scholastic Achievement," Educational Research, 5.1:53-56, November, 1962.

services may still be required for discipline and supervisory purposes.

Comparison with Related Studies

Some of the findings in this study are similar to those in other studies. McLaughlin and Shea found that excessive supervisory work was one of the six major factors of dissatisfaction among teachers.⁶ Lack of homogeneous groups was found by McLaughlin and Nicholson to be a cause of dissatisfaction among teachers.⁷

IV. CHURCH FACTORS

The data on degrees of satisfaction with church factors are presented in Table XI. The grouping of respondents is according to their attitudes towards the teaching profession.

The degrees of satisfaction expressed by the two groups of respondents reached statistically significant levels on three of the items: opportunity for the laity in

⁶J. McLaughlin and J.T. Shea, "California Teachers' Job Dissatisfaction," California Journal of Educational Research, 11:216-224, November, 1960.

⁷J. McLaughlin and B. Nicholson, "Why Teachers Quit Teaching," The Nation's Schools, 58.5:60-61, November, 1956.

TABLE XI

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
PROFESSION ON FOUR ITEMS OF CHURCH FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
37. Opportunity for laity in administrative posi- tions	72	56.3	56	43.8	31	43.1	41	56.9*
38. Equal opportunity for advancement	73	57.0	55	43.0	25	34.7	47	65.3***
39. Influence of the clergy	85	66.4	43	33.6	38	52.8	34	47.2*
40. Cooperation between teachers	112	87.5	16	12.5	59	81.9	13	18.1

Significant Levels of Confidence: *** .01

* .05

administrative positions, equal opportunity for advancement for both lay and religious teachers, and influence of the clergy on school administration.

Respondents with high preferences for the profession expressed higher satisfaction with these items (56.3, 57.0 and 66.4 per cent), than respondents with low preferences, (43.1, 34.7 and 52.8 per cent). In fact, the majority of the low preference respondents expressed dissatisfaction with the first two items, 56.9 and 65.3 per cent. They believed that school board policy made it difficult for the laity to move into administrative positions. They did not perceive the promotion policy in the school system as encouraging for lay members of the teaching force. The majority of respondents from both groups, however, were satisfied that the clergy outside the schools had no influence over school administration. The highest level of satisfaction was expressed by respondents in both groups on the cooperation between religious and lay teachers: 87.5 per cent of the high preference and 81.9 per cent of the low preference respondents.

Summary

The hypotheses that teacher attitudes are related to their job satisfaction and that the proportion of

dissatisfied teachers is generally smaller than satisfied teachers were supported by the findings in this part of the study. Majority of the high preference respondents expressed satisfaction with these four aspects of church factors in the school system. The low preference respondents expressed dissatisfaction with two items. The highest level of satisfaction was in connection with cordial and cooperative relationship between all teachers. The lowest level of satisfaction was on the existence of equal promotional opportunity for both lay and religious teachers.

V. PERSONAL FACTORS

The data on degrees of satisfaction with personal factors are given in Table XII. The respondents are grouped according to their attitudes towards the teaching profession.

The respondents expressed high satisfaction with all the items. Among the high preference respondents, the range of satisfaction was from 78.9 per cent on the academic education of the teacher to 96.1 per cent on the city community where he lived. For the low preference respondents, the lowest satisfaction was 59.7 per cent on the teacher education they had acquired and the highest was on relations with their teaching colleagues, 97.2 per cent. This 97.2 per cent, was

TABLE XII

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
PROFESSION ON NINE ITEMS OF PERSONAL FACTORS

ITEMS	HIGH PREFERENCE			LOW PREFERENCE		
	Satisfied		Dis- satisfied	Satisfied		Dis- satisfied
	No.	%	No. %	No.	%	No. %
41. Relations with colleagues	122	95.3	6 4.7	70	97.2	2 2.8
42. Location of teacher's home	106	82.8	22 17.2	54	75.0	18 25.0
43. Social facilities	106	82.8	22 17.2	46	63.9	26 36.1*
44. Disrespectful pupils	115	89.8	13 10.2	48	66.7	24 33.3****
45. Effect of school duties on private life	115	89.8	13 10.2	49	68.1	23 31.9****
46. Effect of private life on school duties	120	93.8	8 6.3	59	81.9	13 18.1*
47. City community	123	96.1	5 3.9	66	91.7	6 8.3
48. Teacher education	115	89.8	13 10.2	43	59.7	29 40.3****
49. Academic education	101	78.9	27 21.1	53	73.6	19 26.4

Significant Levels of Confidence: **** .001
* .05

even higher than 95.3 per cent of the high preference respondents satisfied with this item. On the other eight items, however, high preference respondents expressed higher satisfaction.

On items dealing with disrespectful pupils, effect of school duties on the private life of the teacher and teacher education, the statistical level of significance reached .001. The high preference respondents expressed higher level of satisfaction on all three items: 89.8 per cent on each of the items compared with 66.7, 68.1 and 59.7 per cent of the low preference respondents. On two items dealing with social facilities in the community and the effect of the teacher's private life on his school duties, the statistical level of significance was .05. The high preference respondents also expressed higher satisfaction on these items: 82.8 and 93.8 per cent compared with 63.9 and 81.9 per cent of the low preference respondents.

Summary

Teachers expressed high levels of satisfaction with these nine items of personal factors connected with their work. The proportion of satisfied teachers was far more than the proportion of dissatisfied teachers.

Comparison with Related Studies

Many studies found that personal factors contributed, in some measure, to teacher satisfaction or dissatisfaction. In one study by Conville and another by Hohn it was found that family and personal problems were a cause of teacher dissatisfaction.^{8,9} This study, however, found that personal and family factors appeared to cause satisfaction among the teachers. Majority of the teachers were satisfied with their own education, their communities and their relationship with the pupils. They did not perceive conflicts between their private lives and their school duties.

VI. SUMMARY OF CHAPTER IV

In this chapter, the degrees of satisfaction expressed by respondents on the forty-nine items in the questionnaire were analyzed. Respondents were grouped according to their attitudes towards the teaching profession. Twenty items discriminated significantly between the groups. The

⁸R. Conville and S.A. Anderson, "Teacher Turnover in Coles County, Illinois," Educational Administration and Supervision, 42:10-19, January, 1956.

⁹Eric George Hohn, "A Study of Causes of Teacher Transfer in a School System." (Unpublished Master's thesis, University of Alberta, 1964), p. 103.

remaining items did discriminate between the groups but failed to reach the statistical level of significance set for the study. The significant levels reached on the twenty items supported the hypothesis that a teacher's attitude towards the teaching profession is related to his degree of satisfaction with various aspects of his employment.

There were six items with which more than 50 per cent of the respondents from both groups were dissatisfied: Channels of communication; Principals who criticised teachers; Supervisors and consultants;

Recognition of outstanding teachers;
Differences in the ability of pupils;

Extra-supervisory duties;

In addition, the majority of the high preference respondents were dissatisfied with the amount of paper work they had to do.

The majority of the low preference respondents were dissatisfied with five other items: Involvement of teachers in policy making;

Salary;

Salary negotiations;

Promotion;

Orientation for new teachers.

The hypothesis that the proportion of satisfied teachers is generally higher than the proportion of dissatisfied teachers was supported by the frequency and percentage of responses on forty-three of the items. Majority of the respondents in both groups were dissatisfied with three items of administrative factors, one item of working conditions and two items of pupil factors.

CHAPTER V

ATTITUDES TOWARDS THE SCHOOL SYSTEM

AND SATISFACTION IN TEACHING

One of the two major items in the questionnaire, asked respondents to indicate their attitudes towards their school system. All the responses were on the first two of a four point scale and for purposes of comparison, these were categorized into high and low preferences for the school system. High preference for the system was indicated by those respondents who agreed with the statement: "I prefer teaching in this system and it is unlikely that I would be more satisfied in any other system." Low preference for the system was indicated by those respondents who agreed with the statement: "I find teaching here satisfying but there are other systems I might find more satisfying." When these two groups were separated, it was found that eighty-eight respondents expressed high preference while 112 respondents had low preference for their system. The two groups were compared on their responses to the forty-nine items in the questionnaire. The level of satisfaction of all respondents on each item was examined. Where there were significant differences between the two groups this was also indicated.

I. ADMINISTRATIVE FACTORS

The data on the degrees of satisfaction with administrative functions and procedures are presented in Table XIII. The frequencies and percentages of response by the two groups are given under "satisfied" and "dissatisfied" columns. The statistically significant levels of differences are indicated in the right column.

The differences between the two groups of attitudes towards the system, were indicated by the levels of satisfaction expressed by the respondents. These were found to be statistically significant on eight items. At the .001 level of confidence, there were items dealing with channels of communication, involvement of teachers in policy making, teacher-school board communication, administrators' consideration in their relationship with teachers, administrators' effort in the improvement of working conditions and the leadership of principals. On each of these items, the high preference respondents expressed higher satisfaction: 45.5, 73.9, 83.0, 90.9, 83.0 and 84.1 per cent compared with 16.1, 35.7, 55.4, 67.0, 67.9 and 56.3 per cent of the low preference respondents.

TABLE XIII

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
SCHOOL SYSTEM ON TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
1. Channels of communication	40	45.5	48	54.5	18	16.1	94	83.9****
2. Involvement in policy making	65	73.9	23	26.1	40	35.7	72	64.3****
3. Teacher-board communication	73	83.0	15	17.0	62	55.4	50	46.6****
4. Articulation between grade levels	63	71.6	25	28.4	63	56.3	49	43.8*
5. Administrator behavior: consideration	80	90.9	8	9.1	75	67.0	37	33.0****
6. Administrators' effort to improve working conditions	73	83.0	15	17.0	76	67.9	36	32.1****
7. Principals criticizing teachers	37	42.0	51	58.0	54	48.2	58	51.8
8. Scheduling problems	79	89.8	9	10.2	96	85.7	16	14.3
9. Supervisors and consultants	38	43.2	50	56.8	30	26.8	82	73.2**
10. Leadership of principals	74	84.1	14	15.9	63	56.3	49	43.8****

Significant Levels of Confidence: **** .001
 ** .02
 * .05

The item on supervisors and consultants was significant at the .02 level of confidence while that on administrators' effort to facilitate articulation between grade levels was significant at the .05 level. On these two items as well as on those dealing with scheduling problems and principals who criticized teachers, the high preference respondents tended to express higher satisfaction than the low preference respondents.

The statistically significant differences on the items supported the hypothesis that the attitudes of teachers towards the school system were related to their expressed satisfaction with their work.

Both groups of respondents expressed dissatisfaction with channels of communication, 54.5 and 83.9 per cent; with principals who criticized teachers, 58.0 and 51.8 per cent; with supervisors and consultants, 56.8 and 73.2 per cent respectively. In addition, a majority of the low preference respondents expressed dissatisfaction with the involvement of teachers in policy making. On the remaining items, a majority of the respondents from both groups expressed satisfaction. The proportion of satisfied respondents was higher than the proportion of dissatisfied respondents on each of these items. The respondents believed that administrators were making it

easy for them to do their school work by providing the services they needed and improving their working conditions.

Summary

The composition of the two groups with high and low preferences for the school system was different from the composition of attitude differences expressed towards the profession. Attitudes towards the system seemed to discriminate more significantly between the groups than attitudes towards the profession. Differences between the two groups were significant on eight items compared with only one in the previous chapter where attitude differences towards the profession were discussed. Respondents seemed to be more satisfied with the profession than they were with the school system. In the teachers' perceptions, the administration may be associated more closely with the system than with the profession. In that case, the teachers' attitudes towards the system is reflected in their satisfaction with the administrative factors. As these attitudes showed lower preference than attitudes towards the profession, this is reflected in the increased number of significant items.

The item dealing with articulation between grade levels was found to be significant at the .01 level when

attitudes towards the profession were considered. The two groups of attitudes towards the school system showed significant differences on this item at a lower level of .05. A possible explanation for this low significant level may be the changes in the composition of the two attitude groups. Although eighty-eight respondents had high preference for the system as compared with 112 who had low preference, the level of satisfaction was consistently higher among the high preference group than among the low preference group.

II. WORKING CONDITIONS

The data for degrees of satisfaction with working conditions are presented in Table XIV. Seven items were significant at the .001 level of confidence. In all of them the high preference respondents expressed higher satisfaction than the low preference respondents: salary, 60.2 versus 33.0 per cent; salary negotiations, 75.0 versus 48.2 per cent; promotion, 65.9 versus 32.1 per cent; transfer, 86.4 versus 65.2 per cent; agreement on educational objectives, 73.9 versus 44.6 per cent; use of specialized training in teaching, 86.4 versus 67.0 per cent; freedom of speech, 73.9 versus 55.4 per cent.

TABLE XIV

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
SCHOOL SYSTEM ON SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
11. Salary	53	60.2	35	39.8	37	33.0	75	67.0****
12. Salary negotiations	66	75.0	22	25.0	54	48.2	58	51.8****
13. School furniture and equipment	66	75.0	22	25.0	71	63.4	41	36.6
14. Books and instructional materials	71	80.7	17	19.3	72	64.3	40	35.7***
15. Recognition of teachers	38	43.2	50	56.8	22	19.6	90	80.4***
16. Promotion	58	65.9	30	34.1	36	32.1	76	67.9****
17. Transfer	76	86.4	12	13.6	73	65.2	39	34.8****
18. Educational objectives	65	73.9	23	26.1	50	44.6	62	55.4****
19. Academic performance	83	94.3	5	5.7	97	86.6	15	13.4***
20. Rigid routine	80	90.9	8	9.1	80	71.4	32	28.6****

Significant Levels of Confidence: **** .001
*** .01

TABLE XIV (continued)

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
21. Freedom in teaching	83	94.3	5	5.7	93	83.0	19	17.0
22. Use of specialized training	76	86.4	12	13.6	75	67.0	37	33.0****
23. Respect for teachers	71	80.7	17	19.3	69	61.6	43	38.4****
24. Conflicts	71	80.7	17	19.3	80	71.4	32	28.6****
25. Orientation for new teachers	57	64.8	31	35.2	55	49.1	59	50.9****
26. Established and new teachers	76	86.4	12	13.6	77	68.8	35	31.3****
27. Freedom of speech	65	73.9	23	26.1	62	55.4	50	44.6****

Significant Levels of Confidence: **** .001

*** .01

On the eight items which were found to be statistically significant at the .01 level of confidence, the high preference respondents expressed higher satisfaction than the low preference respondents. That is, the attitudes of the respondents towards the system were related to the levels of satisfaction they expressed on these items. Responses on items dealing with school furniture and equipment and freedom in the use of teaching methods failed to reach statistically significant levels. The proportion of high preference respondents satisfied with the two items was, however, higher than the proportion of low preference respondents: 75.0 and 94.3 per cent compared with 63.4 and 83.0 per cent. Responses on all the items, therefore, supported the hypothesis that teacher attitudes are related to the degree of satisfaction expressed by teachers.

In order to find out the proportion of satisfied teachers among the respondents, both groups were examined together and then separately. It was found that a majority of respondents from both groups, were dissatisfied with administrative efforts to recognize outstanding teachers, 56.8 and 80.4 per cent respectively. A majority of the low preference respondents were dissatisfied with salary, (67.0); salary negotiations, (51.8); promotion, (67.9); agreement on

educational objectives, (55.4); orientation program for new teachers, (50.9 per cent).

On the whole, therefore, the majority of the high preference respondents were satisfied with sixteen items. The majority of the low preference respondents expressed satisfaction with eleven items. These findings support the hypothesis that the proportion of satisfied teachers is generally higher than the proportion of dissatisfied teachers. They also support the hypothesis that teachers do not usually express dissatisfaction with all aspects of their work but with some specific aspects at a time.

An examination of individual items showed that attitudes towards the school system affected the proportion of responses as well as the statistical levels of significance. While 51.4 per cent of the seventy-two respondents with low preferences for the profession expressed satisfaction with agreement on educational objectives, 55.4 per cent of the one hundred and twelve respondents with low preference for the school system were dissatisfied with the item. Furthermore, responses by the teachers with the two attitudes towards the profession did not reach a statistically significant level on this item. The satisfaction expressed by respondents with the two attitudes towards the school system, however, reached

a high significant level of .001. In the same way the number of items showing significant differences between the two attitudes rose from ten, on the profession, to fifteen, on the school system.

These findings lead one to conclude that, in matters connected with his working conditions, a teacher is more likely to be influenced by his attitudes towards the school system than by his attitudes towards the profession. Where he holds high preference for the system, he is more likely to be satisfied with these conditions than where he holds low preference for the school system. He associates the conditions under which he works more closely with the system than with the profession. Because of this, the teacher may feel that if these conditions are unsatisfactory, the system, not the profession, is to blame. This may explain the increase in the number of statistically significant items involved in attitudes expressed towards the school system.

Summary

Majority of the respondents from both groups were dissatisfied with recognition of outstanding teachers by the administration. Out of the seventeen items, there were significant differences between attitudes towards the school system

on fifteen items with seven of them at the .001 level. This compared with ten items on working conditions which discriminated significantly between attitudes towards the profession. On ten items, the level of significance was higher than was found on attitudes towards the profession. The level of significance on the item dealing with rigid routine was, however, lower than was found on attitudes towards the profession. The findings support the hypotheses on teachers' attitudes and their expression of satisfaction with conditions of employment.

III. PUPIL FACTORS

The data on degrees of satisfaction with pupil factors are presented in Table XV. The respondents are grouped according to their preference for the school system and the numerical and percentage frequencies of response are indicated under "satisfied" and "dissatisfied" columns.

Two items on cooperative attitudes of parents and support for principals' decisions were found to be statistically significant at the .001 level of confidence. Items on extra-curricular duties and pupils' attitudes were significant at the .01 level of confidence. Attitudes towards the profession were found to be significantly different on the item

TABLE XV

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
SCHOOL SYSTEM ON NINE ITEMS OF PUPIL FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
28. Class size	51	58.0	37	42.0	63	56.3	49	43.8
29. Differences in ability of pupils	16	18.2	72	81.8	17	15.2	95	84.8
30. Extra supervisory duties	42	47.7	46	52.3	35	31.3	77	68.8
31. Extra curricular duties	65	73.9	23	26.1	68	60.7	44	39.3***
32. Burdensome paper work	50	56.8	38	43.2	52	46.4	60	53.6
33. Cooperative parents	69	78.4	19	21.6	65	58.0	47	42.0****
34. Pupil personnel policy making	55	62.5	33	37.5	58	51.8	54	48.2
35. Pupils' attitudes	68	77.3	20	22.7	70	62.5	42	37.5***
36. Support for principals' decisions	76	86.4	12	13.6	77	68.8	35	31.3****

Significant Levels of Confidence: **** .001
*** .01

dealing with cooperative attitudes of parents only. These items, therefore, discriminated more between attitudes towards the system than between attitudes towards the profession.

Responses of satisfaction by those with high preferences were 78.4 and 86.4 per cent on the two items which were significant at the .001 level. The corresponding percentages of the low preference respondents were, 58.0 and 68.8. At the .01 level of significance, 73.9 and 77.3 per cent of the high preference respondents were satisfied compared with 60.7 and 62.5 per cent of the low preference respondents. Evidence from these items supports the hypothesis that teacher attitudes were related to satisfaction expressed by teachers.

On the remaining five items, the high preference respondents consistently expressed higher satisfaction than the low preference respondents, 58.0, 18.2, 47.7, 56.8 and 62.5 per cent compared with 56.3, 15.2, 31.3, 46.4 and 51.8 per cent.

On further examination of the percentage of responses, it was found that a majority of the respondents from both groups were dissatisfied with differences in the ability of their pupils and with extra supervisory duties. The level

of dissatisfaction was lower among the high preference respondents, 81.8 and 52.3 per cent than among the low preference respondents, 84.8 and 68.8 per cent. A majority of the low preference respondents were dissatisfied with the amount of paper work they had to do, 53.6 per cent. A majority of the high preference respondents, therefore, were satisfied with seven items while a majority of the low preference respondents were satisfied with six of the items. Consequently, the proportion of satisfied respondents was generally higher than the proportion of dissatisfied respondents. The specific items of dissatisfaction among the majority in both groups, were differences in the ability of the pupils and extra supervisory duties.

Summary

The respondents were generally satisfied with these aspects of their employment connected with their pupils. To the majority of them, class size, extra-curricular duties, pupils' and parents' attitudes were not sources of dissatisfaction. They perceived with satisfaction the administrative efforts to involve them in policy making concerning pupil personnel matters and they were willing to support their principals' decisions on matters of pupil discipline. The

sources of dissatisfaction to the majority were differences in the ability of pupils and extra supervisory functions. These two activities may, however, be the inevitable aspects of a teacher's work and satisfactory methods of eliminating them may not be easy to achieve.

IV. CHURCH FACTORS

Data on degrees of satisfaction with church factors are presented in Table XVI. The composition of satisfied and dissatisfied groups was examined according to attitude preferences for the school system.

The four items were found to be significant at the .001 level of confidence. In all items, the high preference respondents expressed higher satisfaction, (65.9, 64.8, 73.9 and 92.0 per cent) than the low preference respondents, (40.2, 36.6, 51.8 and 80.4 per cent). In fact, the low preference respondents expressed dissatisfaction with items dealing with opportunity for the laity in administrative positions and with equal opportunity for advancement, 59.8, and 63.4 per cent. The attitudes of the respondents were related to their expressed satisfaction with these aspects of their employment. Those respondents with high preference, expressed higher satisfaction than respondents with low

TABLE XVI

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
SCHOOL SYSTEM ON FOUR ITEMS OF CHURCH FACTORS

ITEMS	HIGH PREFERENCE			LOW PREFERENCE		
	Satisfied No.	%	Dis- satisfied No.	Satisfied No.	%	Dis- satisfied No.
37. Opportunity for laity in administrative positions	58	65.9	30	45	40.2	65
38. Equal opportunity for ad- vancement	57	64.8	31	41	36.6	71
39. Influence of the clergy	65	73.9	23	58	51.8	54
40. Cooperation between teachers	81	92.0	7	90	80.4	22

Significant Levels of Confidence: **** .001

preferences for the school system.

While a majority of the high preference respondents were satisfied with all items, a majority of the low preference respondents were satisfied with two and dissatisfied with the other two.

Summary

A majority of the respondents were satisfied with these aspects of their work. It seemed that, in the teachers' perceptions, church factors were closely associated with the system. Since more teachers had low preferences for the school system, this tended to be reflected on the highly significant levels reached on these items. The attitudes of the teachers were reflected on the levels of satisfaction expressed on the items.

V. PERSONAL FACTORS

The data on degrees of satisfaction with personal factors are given in Table XVII. The respondents are grouped according to their attitudes towards the system.

Three items were found to be significant at the .01 level: Disrespectful pupils; effect of school duties on the private life of the teacher and the city community. On

TABLE XVII

RESPONSES OF TEACHERS WITH HIGH AND LOW PREFERENCES FOR THE
SCHOOL SYSTEM ON NINE ITEMS OF PERSONAL FACTORS

ITEMS	HIGH PREFERENCE				LOW PREFERENCE			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
41. Relations with colleagues	84	95.5	4	4.5	108	96.4	4	3.6
42. Location of teacher's home	76	86.4	12	13.6	84	75.0	28	25.0
43. Social facilities	73	83.0	15	17.0	79	70.5	33	29.5
44. Disrespectful pupils	78	88.6	10	11.4	85	75.9	27	24.1***
45. Effect of school duties on private life	77	87.5	11	12.5	87	77.7	25	22.3***
46. Effect of private life on school duties	77	87.5	11	12.5	102	91.1	10	8.9
47. City community	86	97.7	2	2.3	103	92.0	9	8.0***
48. Teacher education	77	87.5	11	12.5	81	72.3	31	27.7*
49. Academic education	68	77.3	20	22.7	86	76.8	26	23.2

Significant Levels of Confidence: *** .01

* .05

teacher education, the level of significance was .05. The high preference respondents expressed satisfaction on these items: 88.6, 87.5, 97.7 and 87.5 per cent respectively. The corresponding percentages of low preference respondents were 75.9, 77.7, 92.0 and 72.3 per cent. On each item the high preference respondents expressed higher satisfaction.

Five items failed to reach statistically significant levels of confidence. On two of these, relations with teaching colleagues and the effect of the teacher's private life on the performance of his school duties, the low preference respondents expressed higher satisfaction, 96.4 and 91.1 per cent compared with 95.5 and 87.5 per cent of the high preference respondents. A possible explanation for this reversal of trends may be that teachers who are dissatisfied with the school system find more of their satisfaction with individual teachers and they also attempt to keep their "school life" and private life clearly separated. On the other three items, the tendency was maintained by the high preference respondents expressing higher satisfaction than the low preference respondents.

Summary

The hypotheses were supported by the findings in this area of personal factors. Teacher attitudes were related to the levels of expressed satisfaction; the proportion of satisfied teachers was consistently higher than the proportion of dissatisfied teachers. Respondents expressed high level of satisfaction with these personal aspects of their employment. Those who preferred their school system to any other system, were more satisfied on each item than those respondents who expressed low preference for the system. These personal factors discriminated more between attitudes towards the profession than between attitudes towards the school system. This is in contrast to the trends observed in the other four areas of the teacher's employment being studied. Attitudes towards the profession were found to be significant on five items, three of them at the .001 level. Attitudes towards the system were found to be significant on four items and the highest significance was at the .01 level on three items.

VI. SUMMARY OF CHAPTER V

In this chapter, attention was paid to the composition of satisfied and dissatisfied groups on each item and how teachers with the two kinds of attitudes towards the school

system were disposed between satisfaction and dissatisfaction. This analysis yielded interesting results. It showed that attitude differences were likely to decide the level of satisfaction expressed by the respondents. The finding reinforced the conclusion arrived in Chapter IV, that a teacher's attitude towards the profession or the school system was related to his degree of satisfaction with various aspects of his employment.

There were more instances of significant differences between the attitudes to support this hypothesis. Out of the forty-nine items, differences were found to be significant in thirty-five. This compared with twenty items found to be significant on attitudes towards the profession.

The finding that personal factors discriminated more significantly between attitudes towards the profession than between attitudes towards the system, is important in another direction. A teacher's attitudes towards the profession or towards the school system is related to his level of satisfaction with aspects of his work. This level of satisfaction, it appears, is more likely to be influenced by his attitudes towards the profession than by his attitudes towards the school system where personal factors connected with his work are involved. In other words, a teacher with favourable

attitudes towards the profession is more likely to be satisfied with personal factors connected with his employment than a teacher with favourable attitudes towards the school system.

This seems to be a reasonable combination to expect because a teacher identifies his personal needs disposition more easily with the profession than with his school system. The findings in this chapter, indicate that more teachers had high preference for the profession than they had for their school system. As far as the profession is concerned, a teacher may be a "local," that is, he is more oriented towards the school system than the profession; he may be a "cosmopolitan" by being much less oriented towards the system.¹ He is more likely to move out of the school system than to leave the profession. Because of this closer identity with the profession, a teacher's attitude towards the teaching profession may be more influential over his degree of satisfaction with personal factors connected with his position.

¹Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, 2:282-306, December, 1957. He defines Cosmopolitans as "those low on loyalty to the employing organization, high on commitment to specialized role skills, and likely to use an outer reference group orientation." He defines Locals as "those high on loyalty to the employing organization, low on commitment to specialized role skills, and likely to use an inner reference group orientation."

CHAPTER VI

SELECTED CHARACTERISTICS AND THEIR RELATION TO SATISFACTION IN TEACHING

Personal and professional characteristics of respondents were reported in Section II of the questionnaire. Four of these characteristics: sex, age, teaching experience and teaching position were selected for analysis. Respondents were categorized according to sex and age. Teaching position was established as elementary and junior-senior high school positions. Total teaching experience was assigned three categories: 1-4 years; 5-8 years; over 8 years.

The aim of the analysis in this chapter, was to compare levels of satisfaction among various groups classified by the demographic characteristics stated above. Levels of satisfaction were examined and tested for significant differences.

I. ADMINISTRATIVE FACTORS

The data concerning sex, age, experience and teaching positions of respondents are presented in Tables XVIII, XIX, XX, and XXI respectively. Numerical and percentage frequencies of "satisfied" and "dissatisfied" respondents are given in

the columns with the significant levels of differences between the groups in the right column.

In Table XVIII, the differences between male and female respondents were found to be statistically significant at the .05 level of confidence on item 4: articulation between grade levels. Differences between attitudes towards the profession and the school system were found to be significant on this item also. The 135 female respondents, expressed higher satisfaction, 65.9 compared with 56.9 per cent of the sixty-five male respondents. The other nine items failed to reach significant levels of confidence. On five of them, female respondents expressed higher satisfaction while male respondents expressed higher satisfaction on the remaining four items. On the evidence of the item which showed significant differences between the sexes, it may be concluded that female teachers tend to be more satisfied with administrative factors than male teachers.

The items on channels of communication, involvement in policy making, articulation between grade levels and administrators' consideration in their relationship with teachers, showed that differences between the two age groups were statistically significant.

TABLE XVIII

RESPONSES OF MALE AND FEMALE TEACHERS ON
TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	MALE				FEMALE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
1. Channels of communication	14	21.5	51	78.5	44	32.6	91	67.4
2. Involvement in policy making	30	46.2	35	53.8	75	55.6	60	44.4
3. Teacher-board communication	42	64.6	23	35.4	93	68.9	42	31.1
4. Articulation between grade levels	37	56.9	28	43.1	89	65.9	46	34.1*
5. Administrator behavior: consideration	53	81.5	12	18.5	102	75.6	33	24.4
6. Administrators' effort to improve working conditions	50	76.9	15	23.1	99	73.3	36	26.7
7. Principals criticizing teachers	29	44.6	36	55.4	62	45.9	73	54.1
8. Scheduling problems	61	93.8	4	6.2	114	84.4	21	15.6
9. Supervisors and consultants	26	40.0	39	60.0	42	31.1	93	68.9
10. Leadership of principals	41	63.1	24	36.9	96	71.1	39	28.9

Significant Levels of Confidence: * .05

In Table XIX the older respondents expressed higher satisfaction on these items: 42.0, 66.7, 70.4 and 85.2 per cent. The corresponding percentages of the younger respondents were: 20.2, 42.9, 58.0 and 72.3. Differences between attitudes towards the school system were also found to be significant on these items. Older teachers tended to be more satisfied with administrative factors than younger teachers.

Differences between the three levels of teaching experience were significant on items dealing with channels of communication, involvement of teachers in policy making and articulation between grade levels. From the data in Table XX the teachers with 1-4 years experience expressed the lowest satisfaction on the three items, 21.8, 42.5 and 54.0 per cent. Teachers with 5-8 years experience expressed higher satisfaction, 23.5, 50.0 and 70.6 per cent while teachers with over eight years experience expressed the highest satisfaction with the items, 39.2, 64.6 and 69.6 per cent. It can be said that the more years of experience a teacher gains, the more likely it is, that he will be satisfied with administrative factors.

On the items dealing with communication, involvement of teachers in policy making, teacher-board communication, articulation between grade levels and the leadership of

TABLE XIX

RESPONSES OF TEACHERS IN TWO AGE GROUPS ON
TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	34 YEARS & UNDER				35 YEARS & OVER			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
1. Channels of communication	24	20.2	95	79.8	34	42.0	47	58.0****
2. Involvement in policy making	51	42.9	68	57.1	54	66.7	27	33.3****
3. Teacher-board communication	76	63.9	43	36.1	59	72.8	22	27.2
4. Articulation between grade levels	69	58.0	50	42.0	57	70.4	24	29.6****
5. Administrator behavior: consideration	86	72.3	33	27.7	69	85.2	12	14.8*
6. Administrators' effort to improve working conditions	85	71.4	34	28.6	64	79.0	17	21.0
7. Principals criticizing teachers	50	42.0	69	58.0	41	50.6	40	49.4
8. Scheduling problems	104	87.4	15	12.6	71	87.7	10	12.3
9. Supervisors and consultants	38	31.9	81	68.1	30	37.0	51	63.0
10. Leadership of principals	76	63.9	43	36.1	61	75.3	20	24.7

Significant Levels of Confidence: **** .001

*** .01

* .05

TABLE XX

RESPONSES OF TEACHERS WITH THREE LEVELS OF EXPERIENCE
ON TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	19	21.8	68	78.2	8	23.5	26	76.5	31	39.2	48	60.8***
2.	37	42.5	50	57.5	17	50.0	17	50.0	51	64.6	28	35.4***
3.	55	63.2	32	36.8	24	70.6	10	29.4	56	70.9	23	29.1
4.	47	54.0	40	46.0	24	70.6	10	29.4	55	69.6	24	30.4***
5.	63	72.4	24	27.6	26	76.5	8	23.5	66	83.5	13	16.5
6.	60	69.0	27	31.0	26	76.5	8	23.5	63	79.7	16	20.3
7.	37	42.5	50	57.5	13	38.2	21	61.8	41	51.9	38	48.1
8.	76	87.4	11	12.6	32	94.1	2	5.9	67	84.8	12	15.2
9.	27	31.0	60	69.0	9	26.5	25	73.5	32	40.5	47	59.5
10.	56	64.4	31	35.6	23	67.6	11	32.4	58	73.4	21	26.6

Significant Levels of Confidence: *** .01

principals, the differences between the elementary and junior-senior high teachers, were found to be significant. In Table XXI it was noted that in each of these items, 38.6, 57.9, 70.2, 68.4 and 75.4 per cent of the elementary teachers were satisfied while 16.3, 45.3, 64.0, 55.8 and 59.3 per cent of the junior-senior high teachers were satisfied. It appears that elementary teachers are more likely to be satisfied with administrative factors than junior-senior high teachers.

Summary

The findings indicate that women more than men, older teachers more than younger teachers, elementary more than junior-senior high teachers, have higher levels of satisfaction with administrative factors. The level of satisfaction enjoyed by a teacher appears to increase as his years of experience increase. However, there is also a strong possibility that the dissatisfied teachers leave the system and those who are left are the more satisfied. This self-selection process is probably also evidenced by these data.

TABLE XXI

RESPONSES OF TEACHERS IN ELEMENTARY AND JUNIOR-SENIOR HIGH
GRADES ON TEN ITEMS OF ADMINISTRATIVE FACTORS

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
1. Channels of communication	44	38.6	70	61.4	14	16.3	72	83.7***
2. Involvement in policy making board	66	57.9	48	42.1	39	45.3	47	54.7***
3. Teacher-board communication	80	70.2	34	29.8	55	64.0	31	36.0****
4. Articulation between grade levels	78	68.4	36	31.6	48	55.8	38	44.2***
5. Administrator behavior: consideration	94	82.5	20	17.5	61	70.9	25	29.1
6. Administrator' effort to improve working conditions	84	73.7	30	26.3	65	75.6	21	24.4
7. Principals criticizing teachers	53	46.5	61	53.5	38	44.2	48	55.8
8. Scheduling problems	103	90.4	11	9.6	72	83.7	14	16.3
9. Supervisors and consultants	42	36.8	72	63.2	26	30.2	60	69.8
10. Leadership of principals	86	75.4	28	24.6	51	59.3	35	40.7*

Significant Levels of Confidence: **** .001
 *** .01
 * .05

II. WORKING CONDITIONS

The data on levels of satisfaction and dissatisfaction with working conditions among the four categories of respondents are presented in Tables XXII, XXIII, XXIV and XXV.

Seven items in Table XXII showed that significant differences existed between male and female respondents. Female teachers expressed higher satisfaction on six of these items: Salary, 53.3; books and instructional materials, 71.9; promotion, 54.1; transfer, 77.0; agreement on educational objectives, 61.5; use of specialized training in teaching, 80.0 per cent. The corresponding percentages of male respondents were: 27.7, 70.8, 32.3, 69.2, 49.2, 66.2. On the settlement of conflicts, female teachers expressed lower satisfaction, 72.6 per cent than male teachers, 81.5 per cent. From the six significant items, it appears, that female teachers tend to be more satisfied with their working conditions than male teachers. This finding is similar to that in a study by the National Education Association. It found that, on all questions which dealt with teacher participation in administration, the male teachers were more inclined than the female teachers, to want greater responsibilities given to

TABLE XXII

RESPONSES OF MALE AND FEMALE TEACHERS ON
SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	MALE			FEMALE		
	Satisfied		Dis- satisfied	Satisfied		Dis- satisfied
	No.	%	No. %	No.	%	No. %
11. Salary	18	27.7	47 72.3	72	53.3	63 46.7***
12. Salary negotiations	34	52.3	31 47.7	86	63.7	49 36.3
13. School furniture and equipment	45	69.2	20 30.8	92	68.1	43 31.9
14. Books and instructional materials	46	70.8	19 29.2	97	71.9	38 28.1**
15. Recognition of teachers	12	28.5	53 81.5	48	35.6	87 64.4
16. Promotion	21	32.3	44 67.7	73	54.1	62 45.9**
17. Transfer	45	69.2	20 30.8	104	77.0	31 23.0***
18. Educational objectives	32	49.2	33 50.8	83	61.5	52 38.5*
19. Academic performance	58	89.2	7 10.8	122	90.4	13 9.6
20. Rigid routine	49	75.4	16 24.6	111	82.2	24 17.8

Significant Levels of Confidence: *** .01

** .02

* .05

TABLE XXII (continued)

ITEMS	MALE				FEMALE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
21. Freedom in teaching	57	37.7	8	12.3	119	88.1	16	11.9
22. Use of specialized training	43	66.2	22	33.8	108	80.0	27	20.0*
23. Respect for teachers	44	67.7	21	32.3	96	71.1	39	28.9
24. Conflicts	53	81.5	12	18.5	98	72.6	37	27.4*
25. Orientation for new teachers	32	49.2	33	50.8	80	59.3	55	40.7
26. Established and new teachers	47	72.3	18	27.7	106	78.5	29	21.5
27. Freedom of speech	39	60.0	26	40.0	88	65.2	47	34.8

Significant Levels of Confidence: *** .01
 ** .02
 * .05

classroom teachers.¹ This tendency may be due to the fact that more male than female teachers are usually appointed to administrative positions. Many female teachers may perceive administrative positions as beyond their reach and consequently lose aspiration for such advancement. Male teachers, on the other hand may aspire to what they perceive as their prerogative and be dissatisfied when it seems to them that they are not given opportunity for such advancement.

Differences between the two age groups were found to be statistically significant on eight items in Table XXIII. The older teachers were generally more satisfied with these items: Salary, 36.1 of the younger teachers versus 58.0 per cent of the older teachers; books and instructional materials, 67.2 versus 77.8 per cent; recognition of teachers, 21.0 versus 43.2 per cent; promotion, 39.5 versus 58.0 per cent; transfer, 67.2 versus 85.2 per cent; agreement on educational objectives, 50.4 versus 67.9 per cent; rigid routine, 73.9 versus 88.9 per cent and orientation program for new teachers, 48.7 versus 66.7 per cent. From these significant differences it may be concluded that older teachers tend to be more

¹ National Education Association, "The Teacher Looks at Personnel Administration," NEA Research Bulletin, 23.4:95-147, December, 1945.

TABLE XXIII

RESPONSES OF TEACHERS IN TWO AGE GROUPS ON
SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	34 YEARS AND UNDER			35 YEARS AND OVER		
	Satisfied No.	%	Dis- satisfied No.	Satisfied No.	%	Dis- satisfied No.
11. Salary	43	36.1	76	47	58.0	34
12. Salary negotiations	66	55.5	53	54	66.7	27
13. School furniture and equipment	74	62.2	45	63	77.8	18
14. Books and instructional materials	80	67.2	39	63	77.8	18
15. Recognition of teachers	25	21.0	94	35	43.2	46
16. Promotion	47	39.5	72	47	58.0	34
17. Transfer	80	67.2	39	69	85.2	12
18. Educational objectives	60	50.4	59	55	67.9	26
19. Academic performance	106	89.1	13	74	91.4	7
20. Rigid routine	88	73.9	31	72	88.9	9

Significant Levels of Confidence: *** .01

** .02

* .05

TABLE XXIII (continued)

ITEMS	34 YEARS AND UNDER				35 YEARS AND OVER			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
21. Freedom in teaching	104	87.4	15	12.6	72	88.9	9	11.1
22. Use of specialized training	87	73.1	32	26.9	64	79.0	17	21.0
23. Respect for teachers	84	70.6	35	29.4	56	69.1	25	30.9
24. Conflicts	94	79.0	25	21.0	57	70.4	24	29.6
25. Orientation for new teachers	58	48.7	61	51.3	54	66.7	27	33.3*
26. Established and new teachers	90	75.6	29	24.4	63	77.8	18	22.2
27. Freedom of speech	76	63.9	43	36.1	51	63.0	30	37.0

Significant Levels of Confidence: *** .01
 ** .02
 * .05

satisfied with the conditions of their employment than younger teachers.

In Table XXIV, the professional experience of the respondents were examined in three levels. Differences between respondents in the three levels were found to be significant on eight items: Salary, salary negotiations, promotion, transfer, rigid routine, use of specialized training in teaching, respect for the teachers' competence and orientation program for new teachers. It was found that more experienced teachers tended to express higher satisfaction than less experienced teachers. This was true on all eight items when teachers with 1-4 years experience were compared with those with 5-8 years experience. On four items: salary negotiations, transfer, use of specialized training in teaching and respect for the teachers' competence, teachers with 5-8 years experience expressed higher satisfaction than teachers with over 8 years experience.

The fact that the Chi-Square test resulted in so many significant items, clearly marks the existing trends. The levels of satisfaction tend to increase progressively as the years of professional experience increase. This view is supported by the previous finding that satisfaction with working conditions tends to increase with age. It may be argued that

TABLE XXIV

RESPONSES OF TEACHERS WITH THREE LEVELS OF EXPERIENCE
ON SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11.	28	32.2	59	67.8	15	44.1	19	55.9	47	59.5	32	40.5**
12.	42	48.3	45	51.7	24	70.6	10	29.4	54	68.4	25	31.6***
13.	54	62.1	33	37.9	22	64.7	12	35.3	61	77.2	18	22.8
14.	59	67.8	28	32.2	23	67.6	11	32.4	61	77.2	18	22.8
15.	22	25.3	65	74.7	8	23.5	26	76.5	30	38.0	49	62.0
16.	31	35.6	56	64.4	18	52.9	16	47.1	45	57.0	34	43.0**
17.	57	65.5	30	34.5	28	82.4	6	17.6	64	81.0	15	19.0***
18.	47	54.0	40	46.0	19	55.9	15	44.1	49	62.0	30	38.0
19.	77	88.5	10	11.5	33	97.1	1	2.9	70	88.6	9	11.4
20.	62	71.3	25	28.7	28	82.4	6	17.6	70	88.6	9	11.4*

Significant Levels of Confidence: *** .01

** .02

* .05

TABLE XXIV (continued)

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21.	75	86.2	12	13.8	30	88.2	4	11.8	71	89.9	8	10.1
22.	58	66.7	29	33.3	30	88.2	4	11.8	63	79.7	16	20.3***
23.	56	64.4	31	35.6	31	91.2	3	8.8	53	67.1	26	32.9***
24.	66	75.9	21	24.1	30	88.2	4	11.8	55	69.6	24	30.4
25.	37	42.5	50	57.5	18	52.9	16	47.1	57	72.2	22	27.8***
26.	66	75.9	21	24.1	24	70.6	10	29.4	63	79.7	16	20.3
27.	51	58.6	36	41.4	27	79.4	7	20.6	49	62.0	30	38.0

Significant Levels of Confidence: *** .01

** .02

* .05

age does not bear a one-to-one relationship with professional experience among teachers. On the whole, however, a younger teacher tends to have less professional experience than an older teacher.

Differences between elementary and junior-senior high teachers were found to be significant on six items in Table XXV: Salary, promotion, transfer, agreement on educational objectives, settlement of conflicts, and orientation program for new teachers. On these items 56.1, 57.0, 79.8, 68.4, 77.2 and 64.0 per cent of the elementary teachers expressed satisfaction compared with 30.2, 33.7, 67.4, 43.0, 73.3, and 45.3 per cent of the junior-senior teachers who were satisfied with the items. These figures lead to the conclusion that elementary teachers are more likely to be satisfied with working conditions than junior-senior high teachers. It was noted that this finding is similar to that reported when male and female respondents were compared on their responses to items on working conditions. Differences between male and female respondents were found to be significant on seven items and those between elementary and junior-senior high teachers were significant on six items. Five of these items were the same in both cases: Salary, promotion, transfer, agreement on educational objectives and settlement of

TABLE XXV

RESPONSES OF TEACHERS IN ELEMENTARY AND JUNIOR-SENIOR HIGH
GRADES ON SEVENTEEN ITEMS OF WORKING CONDITIONS

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
11. Salary	64	56.1	50	43.9	26	30.2	60	69.8****
12. Salary negotiations	73	64.0	41	36.0	47	54.7	39	45.3
13. School furniture and equipment	76	66.7	38	33.3	61	70.9	25	29.1
14. Books and instructional materials	82	71.9	32	28.1	61	70.9	25	29.1
15. Recognition of teachers	39	34.2	75	65.8	21	24.4	65	75.6
16. Promotion	65	57.0	49	43.0	29	33.7	57	66.3****
17. Transfer	91	79.8	23	20.2	58	67.4	28	32.6****
18. Educational objectives	78	68.4	36	31.6	37	43.0	49	57.0****
19. Academic performance	103	90.4	11	9.6	77	89.5	9	10.5
20. Rigid routine	94	82.5	20	17.5	66	76.7	20	23.3

Significant Levels of Confidence: **** .001

*** .01

* .05

TABLE XXV (continued)

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
21. Freedom in teaching	98	86.0	16	14.0	78	90.7	8	9.3
22. Use of specialized training	88	77.2	26	22.8	63	73.3	23	26.7
23. Respect for teachers	75	65.8	39	34.2	65	75.6	21	24.4
24. Conflicts	88	77.2	26	22.8	63	73.3	23	26.7*
25. Orientation for new teachers	73	64.0	41	36.0	39	45.3	47	54.7***
26. Established and new teachers	94	82.5	20	17.5	59	68.6	27	34.4
27. Freedom of speech	75	65.8	39	34.2	52	60.5	34	39.5

Significant Levels of Confidence: *** .001

*** .01

* .05

conflicts. Elementary teachers among the respondents, were predominantly women: ninety-three out of one-hundred and eight. That may explain why the number and identity of the significant items were similar in both cases. The two categories of sex and teaching position appear to represent almost the same respondents.

Summary

These findings tend to confirm the trends indicated under administrative factors. Female respondents and elementary teachers expressed higher satisfaction than male respondents and junior-senior high teachers. Older and more experienced respondents showed higher satisfaction with working conditions than younger and less experienced respondents.

III. PUPIL FACTORS

Satisfaction with pupil factors connected with professional duties was examined by analyzing the responses of teachers presented in Tables XXVI, XXVII, XXVIII, and XXIX.

The item dealing with cooperative attitudes of parents showed that differences between male and female respondents were statistically significant in Table XXVI. That is, the level of satisfaction expressed on this item varied with the

TABLE XXVI

RESPONSES OF MALE AND FEMALE TEACHERS ON
NINE ITEMS OF PUPIL FACTORS

ITEMS	MALE				FEMALE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
28. Class size	39	60.0	26	40.0	75	55.6	60	44.4
29. Differences in ability of pupils	15	23.1	50	76.9	18	13.3	117	86.7
30. Extra supervisory duties	25	38.5	40	61.5	52	38.5	83	61.5
31. Extra curricular duties	40	61.5	25	38.5	93	68.9	42	31.1
32. Burdensome paper work	38	58.5	27	41.5	64	47.4	71	52.6
33. Cooperative parents	40	61.5	25	38.5	94	69.6	41	30.4**
34. Pupil personnel policy making	36	55.4	29	44.6	77	57.0	58	43.0
35. Pupils' attitudes	40	61.5	25	38.5	98	72.6	37	27.4
36. Support for principals' decisions	48	73.8	17	26.2	105	77.8	30	22.2

Significant Levels of Confidence: ** .02

sex of the teacher. Since female respondents expressed higher satisfaction with this item (69.6 compared with 61.5 per cent of the male teachers), it means that female teachers more than male teachers tend to perceive cooperative attitudes among the parents of their pupils. On items dealing with extra-curricular activities, pupil personnel policy making, pupils' attitudes and support for the decisions of principals, female teachers expressed higher satisfaction than male teachers.

In Table XXVII, the levels of satisfaction expressed by respondents in the two age groups were found to have significant differences at the .05 level of confidence on the item dealing with cooperative attitudes of pupils' parents. Respondents, thirty-five years old and over, expressed higher satisfaction than respondents, thirty-four years old and under, 69.1 and 65.5 per cent respectively. On the remaining eight items, the older respondents tended to express higher satisfaction than the younger respondents.

The Chi-Square test of independence showed that significant differences existed between the three levels of experience on the item dealing with cooperative attitudes of pupils' parents in Table XXVIII. The responses of the three groups on this item, supported an earlier finding that

TABLE XXVII

RESPONSES OF TEACHERS IN TWO AGE GROUPS ON
NINE ITEMS OF PUPIL FACTORS

ITEMS	34 YEARS AND UNDER			35 YEARS AND OVER		
	Satisfied No.	%	Dis- satisfied No.	Satisfied No.	%	Dis- satisfied No.
28. Class size	63	52.9	56	51	63.0	30
29. Differences in ability of pupils	20	16.8	99	13	16.0	68
30. Extra supervisory duties	42	35.3	77	35	43.2	46
31. Extra-curricular duties	79	66.4	40	54	66.7	27
32. Burdensome paper work	55	46.2	64	47	58.0	34
33. Cooperative parents	78	65.5	41	56	69.1	25
34. Pupil personnel policy making	66	55.5	53	47	58.0	34
35. Pupils' attitudes	80	67.2	39	58	71.6	23
36. Support for principals' decisions	88	73.9	31	65	80.2	16

Significant Levels of Confidence: * .05

TABLE XXVIII

RESPONSES OF TEACHERS WITH THREE LEVELS OF EXPERIENCE
ON NINE ITEMS OF PUPIL FACTORS

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
28.	46	52.9	41	47.1	19	55.9	15	44.1	49	62.0	30	38.0
29.	14	16.1	73	83.9	2	5.9	32	94.1	17	21.5	62	78.5
30.	26	29.9	61	70.1	17	50.0	17	50.0	34	43.0	45	57.0
31.	51	58.6	36	41.4	26	76.5	8	23.5	56	70.9	23	29.1
32.	43	49.4	44	50.6	15	44.1	19	55.9	44	55.7	35	44.3
33.	56	64.4	31	35.6	23	67.6	11	32.4	55	69.6	24	30.4**
34.	47	54.0	40	46.0	23	67.6	11	32.4	43	54.4	36	45.6
35.	62	71.3	25	28.7	19	55.9	15	44.1	57	72.2	22	27.8
36.	65	74.7	22	25.3	28	82.4	6	17.6	60	75.9	19	24.1

Significant Levels of Confidence: ** .02

satisfaction among teachers increases progressively with years of experience: 1-4 years, 64.4; 5-8 years, 67.6; over 8 years, 69.6.

Differences between elementary and junior-senior high teachers in Table XXIX were statistically significant on four items. On three of the items, extra supervisory duties, co-operation of parents and pupils' attitudes, 40.4, 67.5 and 75.4 per cent of the elementary expressed satisfaction compared with 36.0, 66.3 and 60.5 per cent of the junior-senior high teachers who were satisfied with them. Elementary teachers, however, were less satisfied than the junior-senior high teachers on the item about teachers' support for the decision of their principals, 75.4 compared with 77.9 per cent. From this evidence, it may be concluded that elementary teachers tend to have higher satisfaction in matters connected with their pupils than junior-senior high teachers.

Summary

The one item, which discriminated significantly between the groups on all characteristics, concerned the co-operation of parents. In the four characteristics of sex, age, experience and level of teaching, significant differences between the groups were found to exist in this item.

TABLE XXIX

RESPONSES OF TEACHERS IN ELEMENTARY AND JUNIOR-SENIOR HIGH
GRADES ON NINE ITEMS OF PUPIL FACTORS

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
28. Class size	63	55.3	51	44.7	51	59.3	35	40.7
29. Differences in ability of pupils	15	13.2	99	86.8	18	20.9	68	79.1
30. Extra supervisory duties	46	40.4	68	59.6	31	36.0	55	64.0*
31. Extra curricular duties	81	71.1	33	28.9	52	60.5	34	39.5
32. Burdensome paper work	57	50.0	57	50.0	45	52.3	41	47.7
33. Cooperative parents	77	67.5	37	32.5	57	66.3	29	33.7*****
34. Pupil personnel policy making	66	57.9	48	42.1	47	54.7	39	45.3
35. Pupils' attitudes	86	75.4	28	24.6	52	60.5	34	39.5*
36. Support for principals' decisions	86	75.4	28	24.6	67	77.9	19	22.1**

Significant Levels of Confidence: **** .001
 ** .02
 * .05

Differences between elementary and junior-senior high teachers were also significant on the items dealing with extra supervisory duties, pupils' attitudes and teachers' support for principals' decisions. Women expressed higher satisfaction than men; older teachers expressed higher satisfaction than younger teachers; more experienced teachers were more satisfied than less experienced teachers and high school teachers were less satisfied than elementary teachers.

IV. CHURCH FACTORS

The data on personal and professional characteristics of respondents as related to church factors are presented in Tables XXX, XXXI, XXXII, and XXXIII. Degrees of satisfaction with church factors are compared on the basis of sex, age, experience and level of teaching.

Items dealing with opportunity for the laity in administrative positions, equal opportunity for advancement and influence of the clergy over school administration, were found to show significant differences between male and female respondents in Table XXX. That is, the level of satisfaction expressed by the respondents varied according to sex. On all three items, female respondents expressed higher satisfaction: 41.5, 30.8 and 41.5 per cent of the male respondents compared

TABLE XXX
RESPONSES OF MALE AND FEMALE TEACHERS ON
FOUR ITEMS OF CHURCH FACTORS

ITEMS	MALE				FEMALE			
	Satisfied	Dis- satisfied	No.	%	Satisfied	Dis- satisfied	No.	%
37. Opportunity for laity in administrative posi- tions	27	38	27	41.5	76	59	76	56.3
38. Equal opportunity for advancement	20	45	20	30.8	78	57	78	57.8
39. Influence of the clergy	27	38	27	41.5	96	39	96	71.1
40. Cooperation between teachers	52	13	52	80.0	119	16	119	88.1

Significant Levels of Confidence: **** .001
*** .01
** .02

with 56.3, 57.8 and 71.1 per cent of the female respondents.

The evidence confirms that female teachers tend to have higher satisfaction than male teachers on matters connected with the church aspects of their school duties. They were convinced that opportunity existed for their advancement to administrative positions and that the clergy outside the schools exercised no influence over school administration. On the cooperation between religious and lay teachers, female teachers were more satisfied, 88.1 per cent compared with 80.0 per cent of male teachers.

An examination of Table XXXIII shows that these three items also discriminated significantly between elementary and junior-senior high teachers at the .001 level of confidence. It was noted that elementary teachers among the respondents were largely female. This may account for the similar identity of the items in both cases. A majority of the junior-senior high teachers were dissatisfied with these three items: 62.8, 65.1, 51.2, per cent while a majority of the male teachers were dissatisfied with them also: 58.5, 69.2, 58.5 per cent. These figures reflect the fact that forty-five of the sixty-five male respondents were teachers in junior-senior high. The National Education Association study pointed out that male teachers have higher aspiration to

administrative responsibilities than female teachers.² This may explain the male respondents' dissatisfaction where they perceive that opportunity for such advancement is limited.

Differences between the two age groups were found to be significant on the item dealing with influence of the clergy in school administration. While 66.7 per cent of the older teachers in Table XXXI expressed satisfaction with this item, 58.0 per cent of the younger teachers were satisfied with it.

From Table XXXII, items dealing with opportunity for the laity in administrative positions and the influence of the clergy were found to be significant at the .02 level of confidence. Teachers with 1-4 years experience were the least satisfied, 43.7 and 56.3 per cent on these items. Teachers with 5-8 years experience were more satisfied, 52.9 and 55.9 per cent while those with over 8 years experience were most satisfied, 59.5 and 69.6 per cent. It may be concluded from these figures, that older and more experienced teachers tend to have higher satisfaction with church aspects of their employment than younger and less experienced teachers.

²National Education Association, Ibid., p. 128.

TABLE XXXI

RESPONSES OF TEACHERS IN TWO AGE GROUPS ON
FOUR ITEMS OF CHURCH FACTORS

ITEMS	34 YEARS AND UNDER				35 YEARS AND OVER			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%
37. Opportunity for laity in administrative posi- tions	56	47.1	63	52.9	47	58.0	34	42.0
38. Equal opportunity for advancement	53	44.5	66	55.5	45	55.6	36	44.4
39. Influence of the clergy	69	58.0	50	42.0	54	66.7	27	33.0****
40. Cooperation between teachers	101	84.9	18	15.1	70	86.4	11	13.6

Significant Levels of Confidence: **** .001

TABLE XXXII

RESPONSES OF TEACHERS WITH THREE LEVELS OF EXPERIENCE
ON FOUR ITEMS OF CHURCH FACTORS

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
37.	38	43.7	49	56.3	18	52.9	16	47.1	47	59.5	32	40.5**
38.	38	43.7	49	56.3	16	47.1	18	52.9	44	55.7	35	44.3
39.	49	56.3	38	43.7	19	55.9	15	44.1	55	69.6	24	30.4**
40.	71	81.6	16	18.4	32	94.1	2	5.9	68	86.1	11	13.9

Significant Levels of Confidence: ** .02

TABLE XXXIII
RESPONSES OF TEACHERS IN ELEMENTARY AND JUNIOR-SENIOR HIGH
GRADES ON FOUR ITEMS OF CHURCH FACTORS

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied	Dis- satisfied	No.	%	Satisfied	Dis- satisfied	No.	%
37. Opportunity for laity in administrative positions	71	62.3	43	37.7	32	37.3	54	62.8****
38. Equal opportunity for advancement	68	59.6	46	40.4	30	34.9	56	65.1****
39. Influence of the clergy	81	71.1	33	28.9	42	48.8	44	51.2****
40. Cooperation between teachers	101	88.6	13	11.4	70	81.4	16	18.6

Significant Levels of Confidence: **** .001

Summary

It was found that female and elementary teachers more than male and junior-senior high teachers expressed higher satisfaction with these factors. Older and more experienced teachers were more satisfied than younger and less experienced teachers.

V. PERSONAL FACTORS

Reactions of respondents to personal factors connected with their employment were compared on the basis of sex, age, experience and level of teaching. The data are presented in Tables XXXIV, XXXV, XXXVI and XXXVII.

Differences between male and female respondents in Table XXXIV, were found to be statistically significant on items dealing with location of the teacher's home and the effect of school duties on the private life of the teacher. On both items, male respondents expressed higher satisfaction than female teachers: 83.1 and 84.6 per cent of the male respondents compared with 78.5 and 80.7 per cent of the female respondents. It appears that male teachers are better adjusted to accommodate conflicts between their personal and professional lives. According to the study done by Conville and Anderson, female teachers are more likely to be

TABLE XXXIV

RESPONSES OF MALE AND FEMALE TEACHERS ON
NINE ITEMS OF PERSONAL FACTORS

ITEMS	MALE				FEMALE			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
41. Relations with colleagues	63	96.9	2	3.1	129	95.6	6	4.4
42. Location of teacher's home	54	83.1	11	16.9	106	78.5	29	21.5***
43. Social facilities	49	75.4	16	24.6	103	76.3	32	23.7
44. Disrespectful pupils	53	81.5	12	18.5	110	81.5	25	18.5
45. Effect of school duties on private life	55	84.6	10	15.4	109	80.7	26	19.3***
46. Effect of private life on school duties	58	89.2	7	10.8	121	89.6	14	10.4
47. City community	63	96.9	2	3.1	126	93.3	9	6.7
48. Teacher education	50	76.9	15	23.1	108	80.0	27	20.0
49. Academic education	52	80.0	13	20.0	102	75.6	33	24.4

Significant Levels of Confidence: *** .01

dissatisfied in the face of such conflicts.³ This is because problems of family life, illness and the employment of the husband in other cities are likely to affect them more.

From Table XXXV, teacher education was found to show statistically significant differences between younger and older teachers. Older teachers expressed higher satisfaction, 91.4 per cent than younger teachers, 70.6 per cent. The higher aspirations of the younger teachers to acquire further education may explain their lower satisfaction with their present education. The tendency in all the remaining items was for respondents, 35 years old and over, to express higher satisfaction than those, 34 years old and under.

In Table XXXVI, items on the effect of school duties on the private life of the teacher and on teacher education, were found to be significant. The trends shown in this Table are not as consistent as when administrative factors, pupil factors and church factors were examined. In the first item, the level of satisfaction rose from 74.7 per cent of the respondents with 1-4 years experience to 88.2 per cent of the 5-8 years experience group but fell slightly to 87.3 per cent

³R.S. Conville and S.A. Anderson, "Teacher Turnover in Coles County, Illinois," Educational Administration and Supervision, 42.1:10-19, January, 1956.

TABLE XXXV

RESPONSES OF TEACHERS IN TWO AGE GROUPS ON
NINE ITEMS OF PERSONAL FACTORS

ITEMS	34 YEARS AND UNDER				35 YEARS AND OVER			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
41. Relations with colleagues	113	95.0	6	5.0	79	97.5	2	2.5
42. Location of teacher's home	91	76.5	28	23.5	69	85.2	12	14.8
43. Social facilities	86	72.3	33	27.7	66	81.5	15	18.5
44. Disrespectful pupils	92	77.3	27	22.7	71	87.7	10	12.3
45. Effect of school duties on private life	94	79.0	25	21.0	70	86.4	11	13.6
46. Effect of private life on school duties	105	88.2	14	11.8	74	91.4	7	8.6
47. City community	111	93.3	8	6.8	78	96.3	3	3.8
48. Teacher education	84	70.6	35	29.4	74	91.4	7	8.6***
49. Academic education	86	72.3	33	27.7	68	84.0	13	16.0

Significant Levels of Confidence: *** .01

TABLE XXXVI

RESPONSES OF TEACHERS WITH THREE LEVELS OF EXPERIENCE
ON NINE ITEMS OF PERSONAL FACTORS

ITEMS	1-4 YEARS				5-8 YEARS				OVER 8 YEARS			
	Satisfied		Dis- satisfied		Satisfied		Dis- satisfied		Satisfied		Dis- satisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
41.	84	96.6	3	3.4	32	94.1	2	5.9	76	96.2	3	3.8
42.	64	73.6	23	26.4	29	85.3	5	14.7	67	84.8	12	15.2
43.	61	70.1	26	29.9	28	82.4	6	17.6	63	79.7	16	20.3
44.	65	74.7	22	25.3	26	76.5	8	23.5	72	91.1	7	8.9
45.	65	74.7	22	25.3	30	88.2	4	11.8	69	87.3	10	12.7*
46.	77	88.5	10	11.5	32	94.1	2	5.9	70	88.6	9	11.4
47.	80	92.0	7	8.0	33	97.1	1	2.9	76	96.2	3	3.8
48.	59	67.8	28	32.2	28	82.4	6	17.6	71	89.9	8	10.1**
49.	63	72.4	24	27.6	25	73.5	9	26.5	66	83.5	13	16.5

Significant Levels of Confidence: ** .02

* .05

among those with over 8 years experience. In the second item, satisfaction rose progressively from 67.8 among teachers with the lowest experience, through 82.4 per cent among teachers with 5-8 years up to 89.9 per cent among teachers with the highest level of experience. The trend was, however, clear: that more experienced teachers expressed higher satisfaction with personal factors than the less experienced teachers.

The effect of school duties on the private life of the teacher in Table XXXVII showed significant differences between elementary and junior-senior high teachers at the .02 level of confidence. On this item, elementary teachers expressed higher satisfaction, 86.0 per cent than the junior-senior high teachers, 76.7 per cent. It was noted that this item showed significant differences between male and female respondents at the higher level of .01 and that 84.6 per cent of the male respondents expressed higher satisfaction with it compared with 80.7 per cent of the female respondents. It was also noted that while elementary respondents were predominantly female, the junior-senior high respondents were largely male. Following the trends observed among male and female respondents, one would expect more junior-senior high teachers than elementary teachers to be satisfied with this item which is also on personal factors. A possible explanation for the

TABLE XXXVII

RESPONSES OF TEACHERS IN ELEMENTARY AND JUNIOR-SENIOR HIGH
GRADES ON NINE ITEMS OF PERSONAL FACTORS

ITEMS	ELEMENTARY				JUNIOR-SENIOR HIGH			
	Satisfied		Dis-satisfied		Satisfied		Dis-satisfied	
	No.	%	No.	%	No.	%	No.	%
41. Relations with colleagues	111	97.4	3	2.6	81	94.2	5	5.8
42. Location of teacher's home	96	84.2	18	15.8	64	74.4	22	25.6
43. Social facilities	88	77.2	26	22.8	64	74.4	22	25.6
44. Disrespectful pupils	94	82.5	20	17.5	69	80.2	17	19.8
45. Effect of school duties on private life	98	86.0	16	14.0	66	76.7	20	23.3**
46. Effect of private life on school duties	101	88.6	13	11.4	78	90.7	8	9.3
47. City community	108	94.7	6	5.3	81	94.2	5	5.8
48. Teacher education	90	78.9	24	21.1	68	79.1	18	20.9
49. Academic education	83	72.8	31	27.2	71	82.6	15	17.4

Significant Levels of Confidence: ** .02

higher satisfaction among elementary than among junior-senior high teachers may be that the responses of the male respondents who were elementary teachers tended to raise their level of satisfaction while the lower scores of female teachers in the junior-senior high, tended to reduce their level of satisfaction.

Summary

The findings about two of the four characteristics chosen for this analysis, age and professional experience, followed the trends already indicated in the analysis of administrative factors, working conditions, pupil factors and church factors: that older and more experienced teachers tend to express higher levels of satisfaction with personal factors than younger and less experienced teachers. It was found that female teachers were less able to adjust themselves and accommodate the conflicts between the demands in their personal and professional lives.

VI. SUMMARY OF RESPONSES TO SECTION I,

PART III OF THE QUESTIONNAIRE

In Section I, Part III of the questionnaire, respondents gave responses to open-ended questions about aspects of

their work which they found most satisfying and most unsatisfactory.

The importance of each factor was rated according to the frequency of each opinion. Some respondents did not respond to this section of the questionnaire. Because of this, the responses were not compared with other items in the questionnaire. In each area, ten statements which had the highest frequency were examined.

Factors of satisfaction. There seemed to be a high degree of consensus among respondents about factors that resulted in their greatest satisfaction. Twenty-three teachers were satisfied because they had a feeling of personal accomplishment in helping pupils to achieve their goals. Eighteen respondents mentioned enthusiastic and cooperative students as their source of greatest satisfaction. Other sources of satisfaction in order of frequency were: Congenial staff relations (15 responses).

Freedom to try new methods of teaching (11).

Teaching preferred major subjects (10).

Dynamic and effective leadership of principal (8).

Cooperation with central office administrators (8).

Parents' cooperation and appreciation (8).

Good supply of books and instructional materials (7).

Appreciative students and good teacher-pupil rapport (7).

Factors of dissatisfaction. The factor mentioned most often as causing dissatisfaction was teaching large classes, (14 teachers). Nine others were:

Lack of pupil interest (9).

Excessive paper or secretarial work (7).

Extra-curricular duties (7).

Teaching subjects in which the teacher lacked preparation (6).

Inadequate supplies of instructional materials (6).

Poor salary (6).

Too many subjects to teach (in elementary grades) (4).

Rigid administrative routine (4).

Supervisory and disciplinary problems (3).

Changes likely to increase satisfaction. There was least consensus among the respondents concerning changes that would bring greatest satisfaction to them. Employment of teacher aides to supervise and do paper and secretarial work, had the highest support from thirteen teachers. Other suggestions were:

Teaching smaller classes (11).

Higher salary (7).

More specialization (4).

Employment of more specialists for art, music, drama (3).

Involvement of teachers in decision making (3).

Centralization of junior high schools to promote specialization (3).

More cooperation between teachers and parents (2).

Admission of only six-year-olds in September (2).

More cooperation between teachers in extra-curricular duties (2).

Summary

The immediate concern of teachers appears to be the welfare of their pupils and good relations among members of the teaching staff. Teachers were encouraged by the progress of their students, the freedom they had in trying out new methods and administrative functions which facilitated their work. Statements on satisfaction were mentioned by more teachers than those on dissatisfaction. Professional efficiency and success appears to have higher consideration among the respondents than personal or financial considerations. Salary, for instance, ranked fifth among the items of dissatisfaction mentioned.

VII. SUMMARY OF CHAPTER VI

Responses of teachers were examined on their personal and professional characteristics: sex, age, professional experience and level of teaching.

Differences between elementary and junior-senior high teachers were significant on seven items of administrative factors. The two age groups were found to be significantly different on four items. Groups of teachers with various levels of teaching experience were significantly different on three items. All groups were significantly different on item 4: administrative function of facilitating understanding and cooperation between teachers in various grades.

A majority of the respondents, were not satisfied with the recognition given to outstanding teachers in the school system. The items under working conditions discriminated significantly between the three levels of experience. Eight items were significantly different between these three groups. Age differences were found to be significant on eight items. Seven items on sex differences and six on levels of teaching were significantly different. Because the elementary teachers were predominantly women, the two characteristics of sex and level of teaching appear to be almost similar and may

account for the close identity in the significant levels.

Four items under pupil factors discriminated between elementary and junior-senior high teachers. The other characteristics showed significant differences between the groups on only one item. On church factors, the level of teaching and sex showed three significant differences. Levels of professional experience were significant on two of the items. On personal factors, differences between levels of experience and between the sexes were found to be significant on two items.

From the evidence in these items in which the groups were statistically different, it appears that satisfaction or dissatisfaction with the five areas of their work varies according to personal and professional characteristics of the teachers. Elementary and female teachers tend to be more satisfied with administrative factors, working conditions, pupil factors and church factors than male and junior-senior high teachers. Male teachers tend to be more satisfied than female teachers with personal matters connected with their employment. Older teachers and more experienced teachers tend to express higher satisfaction with their employment than younger and less experienced teachers.

CHAPTER VII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

I. SUMMARY OF THE STUDY

Satisfaction or dissatisfaction in a work situation was considered to be related to many factors. It was proposed that the administration of an organization would not necessarily be the only source of such factors. The administration may lay down its personnel policies, its conditions of service for employees and its day-to-day principles for administering the organization. The employee on the other hand, may bring to his work his need disposition, motivation, his personality and self-involvement. The behavior in interaction which results in such a situation was considered as having a vital part in the employee's decision that he was satisfied or dissatisfied with any aspect of his employment.

In order to test the effectiveness of this proposition, a questionnaire was constructed so as to record not only the degree of satisfaction among teachers but also their attitudes towards the teaching profession and their school system. To measure the level of satisfaction with their work, forty-nine items were constructed to cover five factors of a

teacher's employment: administration, working conditions, pupil factors, church factors and personal factors. Personal and professional characteristics of the respondents were also considered. The responses on the attitude scales were to indicate the degree of motivation and self-involvement while the responses on the forty-nine items were to show how these factors were perceived in the work situation. Responses on both sections of the questionnaire, were compared to see whether teacher attitudes were related to the degree of satisfaction among teachers. A sample of 359 teachers was drawn representing 50 per cent of the population and the questionnaire was mailed to them. The return was 200 or 56 per cent.

II. SUMMARY OF THE CONCLUSIONS

Hypotheses and the findings

It was hypothesized that: 1. Teachers have relatively high satisfaction with their work. The proportion of satisfied teachers is generally much higher than the proportion of dissatisfied teachers.

2. Where dissatisfaction is expressed, specific aspects of the teachers' employment are usually involved.

3. Under normal conditions, dissatisfaction among teachers is related to many factors some of which may be working conditions and administrative factors.

4. A teacher's degree of satisfaction with his work is related to his attitudes towards his profession or towards his school system.

The first hypothesis was supported by the findings. A majority of the high preference respondents were satisfied with forty-three of the forty-nine items. Among the low preference respondents, a majority were satisfied with thirty-four of the items. On the whole, therefore, the proportion of satisfied teachers was generally much higher than the proportion of dissatisfied teachers.

The second hypothesis was also supported by the findings. Dissatisfaction was expressed on specific aspects of the teachers' work. The majority of respondents from the two groups of attitudes towards the profession and the school system, expressed dissatisfaction with six of the forty-nine items. These were: Channels of communication; principals who criticized teachers indiscriminately; supervisors and consultants; recognition of outstanding teachers; differences in the ability of pupils; extra supervisory duties. The majority of the high preference respondents were dissatisfied with another

item dealing with the amount of paper work they had to do. On the other hand, a majority of the low preference respondents were dissatisfied with nine other items: Involvement of teachers in policy making; salary; salary negotiations; promotion; orientation for new teachers; opportunity for the laity in administrative positions; equal opportunity for advancement; educational objectives and the amount of paper work they had to do. The last two items were added by respondents with low preferences for the school system.

In support of the third hypothesis, it was found that of the six factors of dissatisfaction mentioned above, the first three were administrative, the fourth on working conditions and the last two on pupil factors.

The fourth hypothesis was a major consideration in the study. It was hypothesized that a relationship existed between a teacher's attitudes towards his profession or his school system and the degree of satisfaction which he perceived in his work. The comparison was between teachers who expressed high preference for the profession or the school system and those who expressed low preferences. On the profession, differences between these attitudes were significant on twenty out of the forty-nine items. Only one item was significant on administrative factors and one on pupil factors.

On the system, these differences were significant on thirty-five out of the forty-nine. Four items were significant on pupil factors and four on personal factors. The remaining items showed some significance but did not reach the .05 level set as a minimum for significance in this study. The teachers' level of satisfaction was related to their attitudes towards the profession and the school system. The hypothesis seemed to be very strongly supported by the findings in the study.

As far as the profession was concerned, this relationship between attitudes and work satisfaction was more marked in the working conditions and personal factors and less important in administrative, pupil and church factors. There were ten significant items on working conditions and five on personal factors. As far as the school system was concerned, the relationship was more marked in administrative factors, working conditions and church factors and less so in pupil factors and personal factors. There were eight significant items on administrative factors, fifteen on working conditions and all four items on church factors.

When attitudes towards the profession were considered, it was found that 128 respondents held high preferences for the profession while seventy-two held low preferences.

Attitudes towards the school system, showed that eighty-eight respondents had high preferences for the system while 112 had low preferences. On seven items, the level of significance was higher in attitudes towards the school system than in attitudes towards the profession. The tendency was for the level of significance on personal factors to be lower in attitudes towards the school system than they were in attitudes towards the profession. The tendency, on the other hand, was for levels of significance on church factors to be higher in attitudes towards the school system than they were in attitudes towards the profession. On working conditions, the significant levels of three items were higher in attitudes towards the school system, three were lower and four remained the same as they were in attitudes towards the profession.

Other Conclusions

In a study which the National Education Association conducted in 1945, it was found that among a sample of urban teachers, 40 per cent of the women and 26 per cent of the men had favourable attitudes towards the teaching profession; 35 per cent of the women and 52 per cent of the men had

unfavourable attitudes towards teaching.¹ In this study, the grouping of respondents was not on favourable and unfavourable dichotomy of attitudes but on high and low preferences for teaching. In this urban sample, 71.1 per cent of the women and 49.2 per cent of the men had high preference for teaching. On the other hand, 28.9 per cent of the women and 50.8 per cent of the men had low preference for teaching. Because of the differences in attitude scales, a direct comparison of the two studies did not seem appropriate but it was noted that in both studies, sex differences were related to the attitudes expressed by the teachers towards their profession. In this study, attitudes towards the school system were found to be related to sex differences also. While 49.6 per cent of the women and 47.7 per cent of the men expressed high preference for the system, 50.4 per cent of the women and 52.3 per cent of the men expressed low preferences.

These sex differences were evident when personal and professional characteristics were considered in Chapter VI. Female teachers and elementary teachers had higher levels of

¹National Education Association, "The Teacher Looks at Personnel Administration," NEA Research Bulletin, 23.4:100, December, 1945.

satisfaction than male teachers and junior or senior high school teachers. Since elementary teachers were predominantly women, the relationship between sex differences and the level of satisfaction was clearly evident.

Further study of these characteristics revealed more facts about the respondents. Older teachers showed higher levels of satisfaction than younger teachers. Among the three levels of teaching experience examined, the level of satisfaction rose directly as the years of experience increased.

From the free responses of the teachers, it was found that many of them perceived their personal accomplishment in helping pupils achieve their educational goals as the source of their greatest satisfaction. Nine other conditions contributing to satisfaction were presented. On the other hand, teaching large classes was considered by some of the teachers as the source of their greatest dissatisfaction. Nine other conditions contributing to dissatisfaction were also presented.

III. RECOMMENDATIONS FOR IMPROVEMENT OF WORK SATISFACTION AMONG TEACHERS

The following recommendations are made on the basis of the findings in this study.

1. Channels of communication between all levels of organization in the school system form the vital link in its daily activities. It is not enough that these channels do exist. Their existence needs to be made known to teachers. Respondents with high preferences for the profession, were dissatisfied with channels of communication in the school system, 69.5; low preference respondents were dissatisfied, 73.6 per cent. Respondents with high and low preferences for the school system were dissatisfied with the same item, 54.5 and 83.9 per cent respectively. Yet, respondents with the two preferences for the profession and for the school system, were satisfied with teacher-school board communication:

	Profession	System
High preference	70.3	83.0
Low preference	62.5	55.4

This shows that while teachers may be dissatisfied with the general lines of communication, they may be satisfied with those about which they are aware and which they may use regularly. Quite often many teachers may be unaware of what

channels of communication are open to them and how best they may set about to resolve their professional problems. It may be useful to review existing channels of communication regularly in order to improve them and encourage the teachers to use them.

2. The administrative functions of principals, supervisors and consultants are closely related to the successful performance of a teacher's duty. Besides the professional relationship, human relationship may be very valuable in achieving such success. Respondents from both groups of attitudes were dissatisfied with principals who criticized teachers indiscriminately:

	Profession	System
High preference	54.7	58.0
Low preference	54.2	51.8

A majority of them felt that supervisors and consultants were not aware of the classroom teacher's problems:

	Profession	System
High preference	68.0	56.8
Low preference	62.5	73.2

Fair criticism and direction may help to build confidence and respect. Certainly, the administrator may not be the cause of all the problems in a teaching situation but his administrative effort to understand the teacher's perceptions and his imaginative approach in the solution of the problems may

help to avert some of the conflicts.

3. Between the administration and the teachers there exists a definite system of regular review of the salary structure and other conditions of service in which both sides participate fully. It may be that further encouragement is necessary in matters concerning the recognition of efficiency among the teachers. Respondents from both groups of attitudes were dissatisfied with the recognition of outstanding teachers in the school system:

	Profession	System
High preference	67.2	56.8
Low preference	75.0	80.4

There already exists a definite policy about this aspect of the teacher's work in the system. Since recognition of teachers may take various forms, a review of such a policy in consultation with teachers' representatives may be helpful in improving understanding and increasing confidence between teachers and the administration.

4. The teachers seemed to be much disturbed by differences in ability among their pupils and by supervisory duties. Respondents from both groups of attitudes were dissatisfied with differences in the ability of their pupils:

	Profession	System
High preference	81.3	81.8
Low preference	87.5	84.8

A majority of them were dissatisfied with supervisory duties:

	Profession	System
High preference	59.4	52.3
Low preference	65.3	68.8

The first administrative action may be to find out whether this is as serious a problem as the findings in the study indicate. The problem may not have a ready and permanent solution. Research indicates that homogeneous grouping is not a panacea for all the ills of a classroom teacher in matters connected with differences in pupil ability.² Supervisory duties are probably as inevitable as classroom teaching. Some teachers suggested the employment of teacher aides to relieve them of some clerical and supervisory duties. This may be opposed by the professional association. An alternative measure may be, where the association is not opposed, to ask willing parents to help.

²Nils-Eric Svenson, "Ability Grouping and Scholastic Achievement," Educational Research, 5.1:53-56, November, 1962.

IV. SUGGESTIONS FOR FURTHER RESEARCH

This study was conducted among teachers in a large urban school system. It was considered as only a part of a study which could be completed by another study of former teachers in the system. Such a study would make it possible to examine the attitudes of former teachers towards the school system and the profession and relate these to their perceptions of various aspects of their work while they were teachers in the system. With the results of such a study it would be of interest to compare present and former teachers in the school system on the basis of their attitudes.

In an earlier part of this study, it was indicated that a teacher's orientation to the profession is stronger than his orientation to his school system. It would be interesting to explore this proposition and find out how the proportion of teachers who left the system as well as the profession compares with the proportion of those who left the system for another school system.

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1. INTRODUCTION

The first part of the paper is devoted to a general introduction to the subject. It is followed by a brief review of the literature on the subject. The second part of the paper is devoted to a detailed study of the problem. It is followed by a discussion of the results and a conclusion.

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APPENDIX

Anthony E.N. Okonkwo,
252 Athabasca Hall,
University of Alberta,
Edmonton, Alberta.
January 3, 1966.

Dear Colleague:

Teacher Attitude Check List

This survey is being conducted as part of a study in your school system. The items in the questionnaire have been constructed so as to make your response to them easy and to take as little of your time as possible. You are already familiar with your school system and you are being asked to indicate your attitude to the system as you perceive it in the present school year. Please respond to ALL items as directed.

The study is being done with the support and full co-operation of the school system authorities. The letter of permission follows below.

Please make sure that you have responded to all items and given the relevant information asked for. Return the questionnaire by post in the enclosed self addressed and stamped envelope. An early posting will be very much appreciated. Thank you for your co-operation.

Edmonton Separate School Board,
9807 - 106 Street,
Edmonton, Alberta,
December 30, 1965.

Mr. A. Okonkwo,
252 Athabasca Hall,
University of Alberta,
Edmonton, Alberta.

Dear Mr. Okonkwo:

We have examined your thesis proposal on Teacher-opinion and discussed it with your Faculty Advisor. We agree that there is merit in your study and can see no reason why you should not circulate your questionnaire to some of our teaching staff.

We are quite sure that our teachers will co-operate and give you every assistance in the gathering of the data for your thesis.

Yours truly,

H.A. MacNeil,
Superintendent of Schools

TEACHER ATTITUDE CHECK LIST

SECTION I

PART I

A. Which one of the following statements best expresses your feeling about teaching? (Check one please)

_____ I prefer it to any other occupation.

_____ I like it well enough but there are other occupations I might like better.

_____ I do not like it particularly.

_____ I consider it a very unsatisfactory occupation in which to engage.

B. Which of the following best represents your feeling about the School System for which you are teaching? (Check one please)

_____ I prefer teaching in this system and it is unlikely that I would be more satisfied in any other system.

_____ I find teaching here satisfying but there are other systems I might find more satisfying.

_____ I do not like teaching here particularly.

_____ I think I would be more satisfied teaching almost anywhere else than in this system.

PART II

DIRECTIONS

The word 'administrator' is used here to include principals, assistant principals and other central office administrative staff.

Below are statements describing some characteristics or relationships which may or may not apply to a school system.

Circle ONE of the four alternatives beside each statement according to how you see your school system in this 1965-66 school year.

A - Agreed

IA - Inclined to Agree

ID - Inclined to Disagree

D - Disagree

Example: 'Teaching is the most rewarding profession'
If you agree, circle A - Agree:

☒ A IA ID D

If you are inclined to disagree, circle ID - Inclined to Disagree

A IA ☒ ID D

Please respond to ALL statements and CIRCLE ONLY ONE RESPONSE to each statement.

A. Administrative Factors

- | | | | | |
|--|---|----|----|---|
| 1. We need better channels of communication between the teachers and the school system administration | A | IA | ID | D |
| 2. Though teachers may not talk directly with those responsible for making policy, their ideas get through and do effect changes | A | IA | ID | D |
| 3. Administrators present the views of the school board accurately to the teachers | A | IA | ID | D |
| 4. Administrative staff see to it that there is good articulation between grade levels and subject matter departments | A | IA | ID | D |
| 5. Principals, Supervisors and Consultants make reasonable allowances for each teacher's personal limitations | A | IA | ID | D |
| 6. The central office staff do what they can to make working conditions satisfactory | A | IA | ID | D |
| 7. My principal tends to criticize teachers as a group rather than single out the few teachers who fail to meet their responsibilities | A | IA | ID | D |
| 8. My principal is willing to discuss scheduling and timetable problems with teachers | A | IA | ID | D |
| 9. Supervisors and consultants are often unaware or only partially aware of the classroom teacher's problems | A | IA | ID | D |
| 10. The professional leadership of my principal is dynamic and stimulating | A | IA | ID | D |

B. Working Conditions

11. My salary is comparatively satisfactory	A	IA	ID	D
12. In negotiations for salary schedules and other working conditions, the view points of teachers are well represented	A	IA	ID	D
13. Classroom furniture and school equipment are inadequate and/or insufficiently functional for teaching purposes	A	IA	ID	D
14. Books and instructional materials in the system are out of date and insufficient in number	A	IA	ID	D
15. Our outstanding teachers are recognized and rewarded by the administration and the school board	A	IA	ID	D
16. It is difficult for a teacher to be promoted to an administrative post in this school system	A	IA	ID	D
17. Teachers' requests for transfer to another school receive careful consideration and approval by the administrators	A	IA	ID	D
18. There is rather close agreement between teachers, administrators, and school board members as to what the schools in this system should try to accomplish	A	IA	ID	D
19. This school system has a poor academic record	A	IA	ID	D
20. Staff routine at this school system is too confining and too rigid	A	IA	ID	D
21. In the choice of teaching methods teachers have adequate freedom	A	IA	ID	D
22. I am unable to utilize my specialized training	A	IA	ID	D
23. Teachers are not respected for competence in their subject areas	A	IA	ID	D
24. Differences of opinion among teachers are resolved by administrators in a generally satisfactory manner	A	IA	ID	D
25. New teachers here usually receive adequate orientation to their work	A	IA	ID	D

- | | | | | |
|---|---|----|----|---|
| 26. Established teachers fail to help new teachers | A | IA | ID | D |
| 27. Most of the time it is safe to say what you think around here | A | IA | ID | D |

C. Pupil Factors and Work Load

- | | | | | |
|--|---|----|----|---|
| 28. The class size I teach makes it very difficult for me to do a good job | A | IA | ID | D |
| 29. For many teachers wide differences in ability among students is a problem | A | IA | ID | D |
| 30. Teachers are required to spend too much time supervising students in study halls, between classes and during lunch hour | A | IA | ID | D |
| 31. Extra-curricular duties take up too much of my spare time | A | IA | ID | D |
| 32. Administrative paper work is unnecessarily burdensome in this school system | A | IA | ID | D |
| 33. Parents of pupils in this school system do not co-operate with teachers in matters of discipline and school work | A | IA | ID | D |
| 34. In the development of policies for discipline and the general organization of the schools, teachers are invited by administrators to participate | A | IA | ID | D |
| 35. Pupils in this school system lack the desire to learn, have poor attitudes and study habits | A | IA | ID | D |
| 36. I generally agree with the way the principals in this system handle minor disciplinary cases | A | IA | ID | D |

D. Church Factors

- | | | | | |
|---|---|----|----|---|
| 37. School board policy in this system makes it difficult for the laity to move into administrative positions | A | IA | ID | D |
| 38. The laity and the religious have equal opportunity for advancement in this system | A | IA | ID | D |
| 39. The clergy outside the schools do not exercise influence over the administration of the schools | A | IA | ID | D |
| 40. Teachers (laity and religious) maintain satisfactory co-operation with one another | A | IA | ID | D |

E. Personal Factors

- | | | | | |
|---|---|----|----|---|
| 41. I have a friendly supportive relationship with my teaching colleagues | A | IA | ID | D |
| 42. The location of my home from the school is a great inconvenience to me | A | IA | ID | D |
| 43. It is fairly difficult to find acceptable social groups in this community in which to enjoy one's leisure | A | IA | ID | D |
| 44. The pupils in this school system are disrespectful to teachers | A | IA | ID | D |
| 45. School duties disrupt my family and social life | A | IA | ID | D |
| 46. Some of my family and social problems interfere with my school duties | A | IA | ID | D |
| 47. This city is not a desirable city in which to work | A | IA | ID | D |
| 48. I am not adequately prepared in teaching techniques and methodology for the subjects I am teaching | A | IA | ID | D |
| 49. My university courses did not prepare me for the content necessary at the level at which I am teaching | A | IA | ID | D |

PART III

A. Add other items

i, Sources of greatest satisfaction to your work in the school system:

ii. Sources of greatest dissatisfaction to your work in the school system:

B. What changes would do most to increase the satisfaction with your work?

SECTION II

PERSONAL AND PROFESSIONAL DATA

1. Personal

(a) Marital Status:	Married _____	(b) Sex: Male _____
	Single _____	Female _____
(c) Age:	19 & under _____	(d) Present Salary:
	20 - 24 _____	\$1,999. & under _____
	25 - 29 _____	2,000 - 3,999 _____
	30 - 34 _____	4,000 - 5,999 _____
	35 - 39 _____	6,000 - 7,999 _____
	40 - 44 _____	8,000 - 9,999 _____
	45 - 49 _____	10,000 & over _____
	50 & over _____	

2. Teaching Experience:

Years you have taught in your present School System _____

Years you have taught outside your present School System but in Alberta _____

Years you have taught outside of the Province of Alberta _____

Total years of teaching Experience _____

3. Professional Training (Check ONE OR MORE)

One Year	_____
Two Years	_____
Three Years	_____
B.A.	_____
B.ED.	_____
M.A.	_____
M.ED.	_____
B.SC.	_____
M.SC.	_____
D.ED.	_____
PH.D.	_____

4. Teaching Position:

(a) Type of School:	Elementary _____
	Elementary-Junior High _____
	Junior High _____
	Junior-Senior High _____
	Senior High _____
(b) Level of Teaching:	Elementary _____
	Junior High _____
	Senior High _____
	Junior-Senior High _____
	Specialist (name) _____
	Other (specify) _____

Anthony E.N. Okonkwo,
252 Athabasca Hall,
University of Alberta,
Edmonton, Alberta,
February 17, 1966.

Dear Colleague,

Some weeks ago I sent you a questionnaire to be completed and returned to me.

I realize that you are often busy and wish to remind you about it. I have not received an appreciable number of these questionnaires and I do need them for my work.

Kindly help me to receive all of them by completing and mailing your own this week please.

If however, you have done so you may ignore this letter.

B29856